



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Promoting Oral Interaction in the EFL classroom through the use of speaking activities.

**Trabajo de Titulación previo a la
obtención del Título de Licenciado en
Ciencias de la Educación en Lengua y
Literatura Inglesa.**

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Cuenca-Ecuador

2016



RESUMEN

Este trabajo de investigación es sobre el uso de un folleto con actividades de expresión oral utilizados en una clase de Inglés de estudiantes de primer año del colegio "Integración Iberoamericano" y discute intereses de los estudiantes en desarrollo estas actividades para una interacción oral significativa entre (estudiantes y profesores) y (estudiantes-estudiantes).

Además, este trabajo de investigación tiene 5 secciones: la primera sección es una introducción acerca de la importancia de la comunicación en nuestra vida diaria, la segunda sección presenta la literatura, sección en la que se mencionan diferentes autores que presentan algunas perspectivas sobre el desarrollo de comunicación oral en el EFL clase, así como en la tercera sección se menciona la metodología utilizada durante el desarrollo del trabajo de investigación.

Por otra parte, en la cuarta sección se presenta el análisis de los datos con los resultados obtenidos por los participantes después de haber sido aplicado el folleto con las actividades de expresión oral, y, finalmente, en la quinta sección, se presentan las conclusiones y recomendaciones después de haber terminado el trabajo de investigación.

Es importante mencionar que el uso de este folleto será considerado como una opción diferente y una metodología innovadora que los futuros profesores pueden utilizar en las clases como una herramienta útil y significativa para el desarrollo de los habilidades para hablar y una buena comunicación oral de los estudiantes.

Palabras claves: folleto, actividades de expresión oral, interacción oral.

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ABSTRACT

This research work is about the use of a booklet with speaking activities used in an English classroom of freshman students of “Integracion Iberoamericano High School” and discusses the students’ interests developing these activities for a meaningful oral interaction between (students-teacher) and (students-students).

In addition, this research work has 5 sections: the first section is an introduction about the importance of communication in our daily life, the second section presents the literature review, section in which different authors are mentioned who presented some perspectives about the development of oral communication in the EFL classroom, as well in the third section is mentioned the methodology used during the development of the research work.

On the other hand in the fourth section the data analysis is presented with the results obtained by the participants after to apply the booklet with the speaking activities, and finally in the fifth section, are presented the conclusions and recommendations after to be finished the research work.

It is important to mention that the use of this booklet will be considered as a different option and an innovative methodology that future teachers can use in the classes as a helpful and meaningful tool to develop the students speaking skills and a good oral communication.

Key words: booklet, speaking activities, oral interaction.

Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



INDEX

Authorship.....	8
University publishing rights recognition.....	10
Acknowledgement.....	12
Dedication.....	13
Introduction.....	14

CHAPTER I: THE PROBLEM

1.1. Topic.....	16
1.2. Description of the problem.....	16
1.3. Justification.....	16
1.4. Objectives.....	17
1.4.1. General objective.....	17
1.4.2. Specific objectives.....	17

CHAPTER II: THEORETICAL FRAMEWORK

2.1. Literature Review.....	18
2.2. Background Research.....	20

CHAPTER III: METHODOLOGY

3.1. Basic Methodology.....	22
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Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



3.2.	Type of research.....	22
3.2.1.	Participants.....	23
3.3.	Technical Research and Data Collection.....	23

CHAPTER IV: DATA ANALYSIS

4.1.	Data-gathering techniques.....	24
4.2.	Data-collection planning.....	33
4.3.	Results and Analysis.....	33

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1.	Conclusions.....	55
5.2	Recommendations.....	56

WORKS CITED.....	59
------------------	----

APPENDICES.....	61
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TABLE OF GRAPHICS

TABLE 1: TABULATION 1 - FIRST SURVEY RESULTS.....	26
TABLE 2: TABULATION 2 - SECOND SURVEY RESULTS.....	30



LIST OF APPENDICES.

APPENDIX 1: SURVEY 1.....	61
APPENDIX 2: SURVEY 2.....	64
APPENDIX 3: DATA COLLECTION PLANNING	67
APPENDIX 4: PHOTOS.....	70
BOOKLET- SPEAKING ACTIVITIES.....	79



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Cuenca, a 6 de mayo del 2016.

Johanna Valeria Sari Culcay

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ACKNOWLEDGEMENT

Firstly we would like to thank God and our parents for blessing us with the necessary wisdom to accomplish our goals and to realize this fondest dream.

At the University of Cuenca for the opportunity of study and become professionals.

To our thesis director, Mts. Thomas Youman for his help, who with his knowledge, experience, patience and motivation has made us successfully complete our studies.

Also, we would like to thank our teachers who contributed a bit during our career with their teaching.

Many are the people who have been part of our professional life who we would love to thank them for their friendship, advice, support and encouragement in the most difficult moments of our life.

Thank you very much and that God bless you.

DEDICATION

First this thesis is dedicated for God, whom was able to give me strength to go ahead and not faint in front of the problems that occurred in my daily life, to my teachers who were able to guide me in my learning process, to my mother for having supported me in my education, for her advices and values which have allowed me to be a good person. And especially, to a very special person who arrived as an angel into my life and always he has managed to give me all his affection, support and unconditional help.

VALERIA SARI.

This thesis is dedicated for God who guided me in the right direction, give me strength to keep going and not give up on the problems presented, showing me how to face adversity without losing dignity or fail in the attempt. Also I wanted to thank my family. To my parents for their support, advice, understanding, love, support in difficult times, and for helping me with the necessary resources to study. They gave me everything I am as a person , my values, my principles , my character, my commitment , my perseverance , my courage to achieve my goals .

I wanted to thank in a very special way my dear companion Valeria, for her unconditional support during the course of my University career.

I would like to thank my best friend Douglas, but God had prepared a special place in heaven for him .I really appreciated sharing his time with me.

KLÉVER TORRES.

Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



INTRODUCTION

The history of communication dates back to prehistory, with significant changes in communication technologies jointly with shifts in political and economic systems, and by extension, systems of power. Human communication was revolutionized with speech approximately 100,000 years ago. However, a great problem which appears in the learning process is the lack of awareness to communicate in the classroom and out of it, due to this fact students do not feel comfortable expressing ideas, thoughts, likes, dislikes, experiences, questions, etc. Perhaps it happens for the lack of methods to promote and develop an oral interaction.

On the other hand, Communicative Language Teaching (CLT) has served as a major source of influence on language teaching practice around the world, since its inception in the 1970s. Many of the issues raised by a communicative teaching methodology are still relevant today but teachers who are relatively new to the profession may not be familiar with them so they can promote good communication in the classroom.

For this reason, it is necessary to apply a communicative method and some principles in the language classroom practicing with:

- Activities that involve real communication and promote learning. (Situations of real-life).
- Activities in which language is used for carrying out meaningful tasks. (Producing a significant learning).
- Language that is meaningful to the learner. (Learning of new expressions, and vocabulary).

According to Richards in the communicative language teaching theory every act of real communication should be considered an opportunity to use the target language in a way that reinforces it in an authentic situational context. In the same way, the classroom management should

Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



be carried out as much as possible and as a result of this it is often the most authentic communicative acts in the classroom. (Richards, 2005).

For this reason, the investigation will be centered in producing oral interaction in the classroom using speaking activities.



CHAPTER I

“Never consider study as an obligation, but as an opportunity to penetrate the beautiful and wonderful world of knowledge”.

Albert Einstein.

THE PROBLEM

1.1. Topic:

Promoting oral interaction in the EFL classroom through the use of speaking activities.

1.2. Description of the problem:

Lack of oral interaction in the classroom of freshman students of “Integracion Iberoamericano” High School.

1.3. Justification.

Based on experience and observation in “Integracion Iberoamericano” High School a considerable problem is the lack of communication in the EFL classroom of freshman students. As a result of this fact, it is essential to explore the interests of students using speaking activities to develop a better understanding of a particular conversation because being able to communicate with others is part of our daily life and through it people can interact with others, by exchanging information, ideas, thoughts, and feelings, among others.

Therefore, speaking activities should be designed according to the level of the students with the aim of encouraging the participants to communicate not only in the classroom but in different situations. In this way the students will develop the speaking skill in a better way.

Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



In addition, these activities will help students to become more fluent in the use of the English language, to communicate in a natural way, to start with a simple conversation inside and outside the classroom, to express ideas, to share experiences and to overcome all their fears.

Furthermore, these activities represent a different option for the students to communicate without any fear or shyness and is a fun way to practice speaking skills, the use and learning of new vocabulary, grammar structure, and pronunciation, etc.

Hence, these activities imply the use of real situations and the interaction with the classmates exchanging general, specific and personal information with activities that allow oral interaction such as games, simulations, dramas, role plays, interviews, information gaps, discussions, songs, etc.

1.4. Objectives.

1.4.1. General Objective:

- To explore the interests of freshman students at “Integracion Iberoamericano” High School regarding speaking activities for oral interaction.

1.4.2. Specific Objectives:

- To identify the preferences of students through the application of a survey.
- To analyze the curriculum program of freshman students to know in which topics to focus.
- To design a booklet containing speaking activities to develop oral interaction.
- To apply speaking activities with students of “Integracion Iberoamericano” High School.

CHAPTER II

THEORETICAL FRAMEWORK

This literature review will present scientific information which analyzes the importance of oral interaction and communication using speaking activities. The themes in discussion in the literature review are related to different perspectives of authors in promoting oral interaction in the classroom. Consequently, background research will illustrate advantages and disadvantages of producing oral interaction.

2.1. Literature Review

Chaney A.L. and T.L. Burk conducted a study to show the importance of speaking in the classroom and give some advice on how to promote speaking, and what materials should be used. Furthermore, the authors express that for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of certain dialogues. So this situation can be perceived as a lack of creativity and dedication of numerous high school teachers.

For these reasons, the students do not feel motivated to communicate and interact in the classroom because the activities presented in each class are considered monotonous and do not arouse the curiosity and motivate students to learn something new.

According the author T.L. Burk, today's world requires that the goal of teaching speaking should "improve students' speaking skills, because, only in that way, students can express ideas or thoughts and learn how to follow the social and cultural rules appropriate in each communicative circumstance" (Burk,1998, para.2).

In addition, speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p.13).

Johanna Valeria Sari Culcay.

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Consequently, speaking should be developed as an essential part in the second language learning, as well as in the teaching process using creative and entertaining activities, strategies and methods which help to produce oral interaction inside and outside the classroom. With these approaches, the students will be active participants in the building of a meaningful learning which serves for life.

According to Chaney A.L. and T.L. Burk, two solutions to promote communication in the classroom are:

First, “the use of communicative language teaching and collaborative learning” Consequently this fact; communicative language teaching should be based on real-life situations which require oral interaction and participation between students-teachers, students-students, and students-parents.

Secondly “ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language” (Chaney & Burk, 1998, para.4).

The first solution means that at the moment of presenting real life situations it will prepare students for life, to deal and find solutions to different situations or problems that occur in the environment, for an active participation in the society, for future studies and for professional development at work. Moreover, with collaborative learning students have the opportunity to support each other in order to develop an effective learning process.

On the other hand, the second solution mentions important aspects such as “the creation of a comfortable environment inside the classroom” which will help students to reduce the anxiety, nerves, fear, and distraction. And “the use of authentic activities” will promote collaborative construction of learning and oral interaction too.



Chaney A.L. and T.L Burk conclude the study saying that speaking activities make students more active in the learning process and at the same time make the learning more meaningful and fun. (Chaney A.L. & T.L Burk, 1998, para. 27).

In this way, it can be noticed the great importance that speaking has in our daily life. For example: research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003, para.2).

According to Moss & Ross-Feldman, communicative activities have to include activities that encourage and require oral interaction and listening with other learners, as well as with people in the program and community sharing different experiences.

As a conclusion, it is important to mention that speaking activities have real purposes such as finding information, breaking down barriers, talking about self, and learning about the culture (Moss & Ross-Feldman, 2003, para.3).

2.2. Background Research

The English teaching-learning process in “Integracion Iberoamericano” High School has been limited due to the obsolete pedagogic practices, which have based the teaching in grammar rules applied in a mechanical and repetitive way. This has caused students to think that the English-learning process is complex and limited, thus lowering class participation.

Through the teaching-learning process for the English language, there could be some difficulties such as:

Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



- A limited oral participation from students during class: The student may act indifferent, shy, with lack of confidence or may be afraid to speak for fear of being judged if a mistake is made. All of this can cause a motivation issue in class, and the teaching-student relationship will play a very important role in this by how the teacher corrects the student in a way that does not embarrass but encourages the student to continue his speaking efforts. This will eventually result in successful achievement.
- There are no opportunities to practice English outside the classroom: there are no physical spaces free where the students can practice and receive feedback about pronunciation problems.
- Obsolete learning strategies: English literature teachers fail to use a learning technique suitable to the academic needs of each student; these unify the need as a whole not as individuals.

It is necessary that English teaching is developed as a linguistic skill in students through oral comprehension and writing, but the listening and reading skills are very important. These last ones are generally tougher for any student. The oral skill is the most complex one because during a conversation, a student must mentally compose coherent sentences with very little time to organize his thoughts and self-correct. Lack of knowledge causes anxiety, shyness, limited vocabulary, the incorrect use of grammar rules and all these factors affect the oral development.

In order to have a great oral participation during English class, fluency and precision need to be developed. Fluency is the capacity or ability of the speaker to express in a reasonable and comprehensive way regardless of the correct use of grammar or pronunciation; most important it will be the content of the message. Precision, on the other hand, focuses on the precise use of linguistic aspects. For that manner, the teaching of the English language is also known as a teaching process that covers both indicators.

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Kléver Mauricio Torres Vázquez.



CHAPTER III

METHODOLOGY

3.1. Basic Methodology

In order to carry out this research, articles, journals, and other pieces of writing were analyzed in which some authors expose different ideas about topics related to this research. Another technique that served as a guide to accomplish this research work was a survey designed with students input from Iberoamericano High School in order to discover interests and uncover positive and negative behaviors during an oral English class. All the above methodology techniques described provided enough data to structure the investigative work.

3.2. Type of research

The research was developed based on a Theoretical –Applied Operationalization because this research applied a treatment to a group after having conducted a survey: which was used at the beginning of the study in order to observe and determine the interests of the students. After that, at the end of the study a second survey was applied, which analyzes student interests progress and oral interactions.

Through qualitative and quantitative research it was possible to explore the specific issues, understand the problem, and to obtain answers to the research questions. In addition, this investigative work will be readily available in the future for teachers who want to use a new methodology in the English classes whether elementary school or high school.

An action research also took place in this research because it involved the participants realities, the analysis of events, and the explanation of meanings to the issue. An action research was a process in which the researcher, participants, and all other elements involved in this problem played a role in the investigation. The members who were part of this action research process were the teacher and Johanna Valeria Sari Culcay.



the students. Both of those involved in an investigation problem played an important role before, during, and after the investigation.

The present research paper was based on the semi-experimental design because it was intended to be measured as variables. The independent variable was the booklet of activities for the oral participation of students, and the dependent variable was utilized as a method for teachers.

3.2.1. Participants

The students who participated in this research were 21 freshman students who belong to “Integracion Iberoamericano High School” which is located in the city of Cuenca. The participants were 6 girls and 15 boys whose ages ranged between 14 to 16 years old. It was decided to work with a treatment group. Because, these students had problems developing oral interaction and had lower levels of English.

On the other hand, the research did not work with a control group because the main objective was to apply the booklet with speaking activities only with the participants of the treatment group.

3.3. Technical Research and Data Collection

In order to gather information, the quantitative investigation was applied as an instrument during the survey process and after the first survey. Later on, it was applied to a correlational model to measure how influential the application of the booklet had been for the oral development in an English class.

CHAPTER IV

DATA ANALYSIS

This chapter presents the data analysis of the research which includes data-gathering techniques, data collection planning and the final results after being applied the booklet with speaking activities which had as its main objective to promote oral interaction in students of “Integracion Iberoamericano High School”

4.1. Data-gathering techniques

Procedure

The data of this study was collected using two surveys: one survey was applied at the beginning of the study and the second one at the end. These surveys were created using suitable questions and an easy vocabulary for a better understanding of the participants. The surveys were composed of 8 questions in the first one and 7 questions in the second one. All the questions were related to the students’ interests, likes and dislikes in regard to activities used in the classroom. In the questionnaire multiple choice questions were used giving the participants the opportunity to choose the answer which they considered to be the best option. After the tutor approved the survey these were distributed and explained to the 21 participants of “Integracion Iberoamericano High School”.

The participants had the opportunity to question the survey in order to eliminate any concerns or doubts. In addition, the participants were informed about the main objective of the study and that the answers would be used only for academic purposes of this research.



Sampling technique

The group of participants who developed the surveys were 21 students of “Integración Iberoamericano High School” who were all freshman students.

Statistical Treatment of data

To measure the data collected during the study graphics were used to show the percentage of each question of the first and last surveys applied during the investigation of this study. The results were interpreted through tabulations.

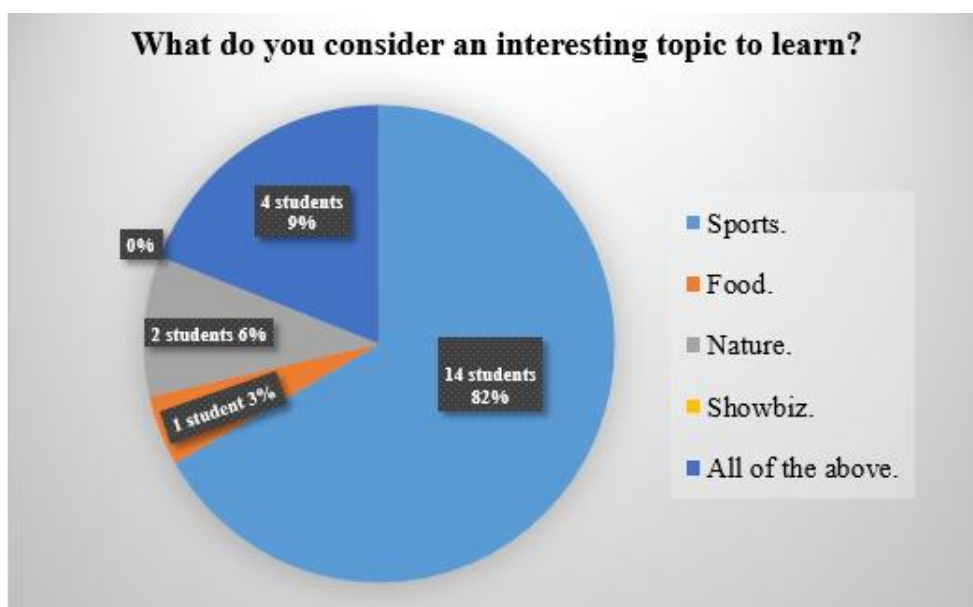
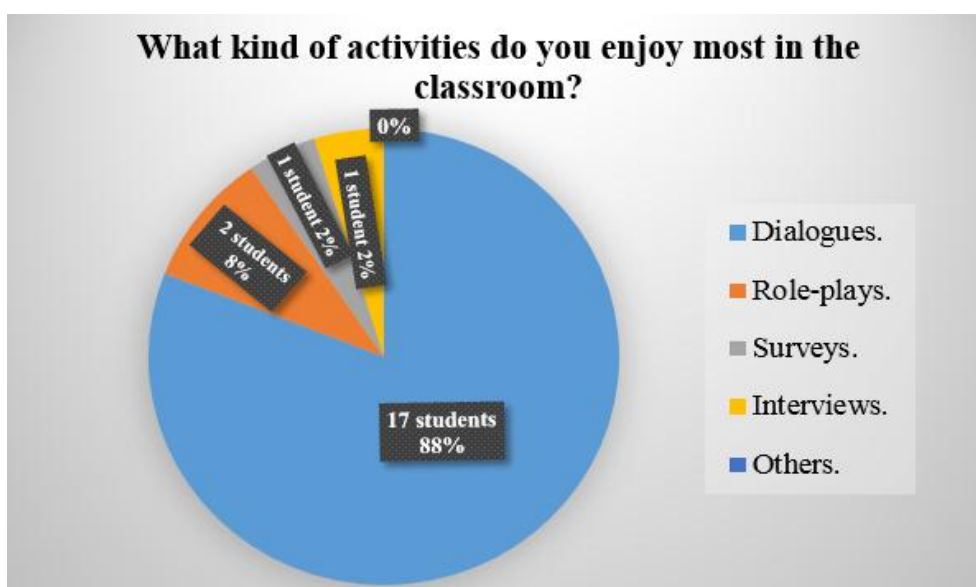
Data collection techniques

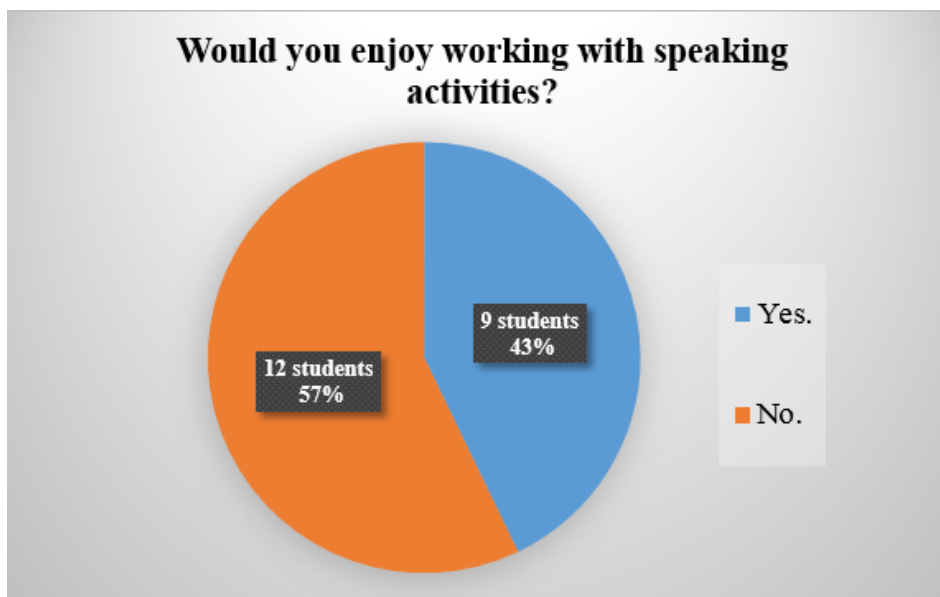
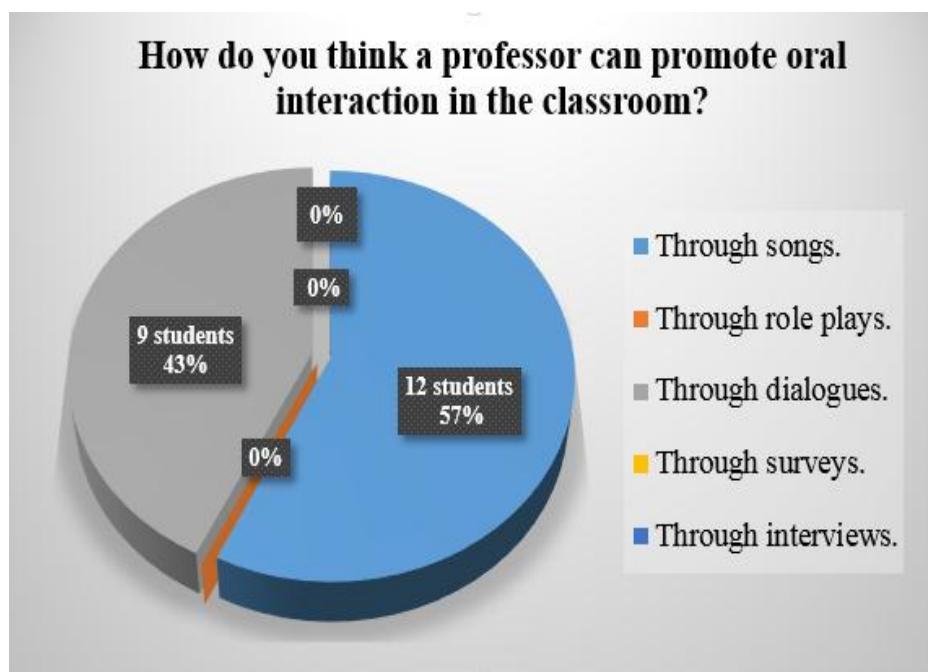
At the beginning a survey was applied to know the interests of the students. It was composed of 8 questions such as: “What do you consider an interesting topic to learn?” “What kind of activities do you enjoy most in the classroom and why?” “Would you enjoy working with speaking activities?” and so on. Next, the booklet with speaking activities was implemented. These activities included discussions, stories, board games, songs, and videos, which determined the level of oral interaction between (s-s) and (s-t). The research worked on 3 units: “When I was a child”, “What are you doing now!” and “Knowing new things!” At the end of the treatment, a survey was applied to elicit the opinion of students. For example: “Did you like the speaking activities applied in each class?” “Did you think this kind of activities works promoting oral communication?”.

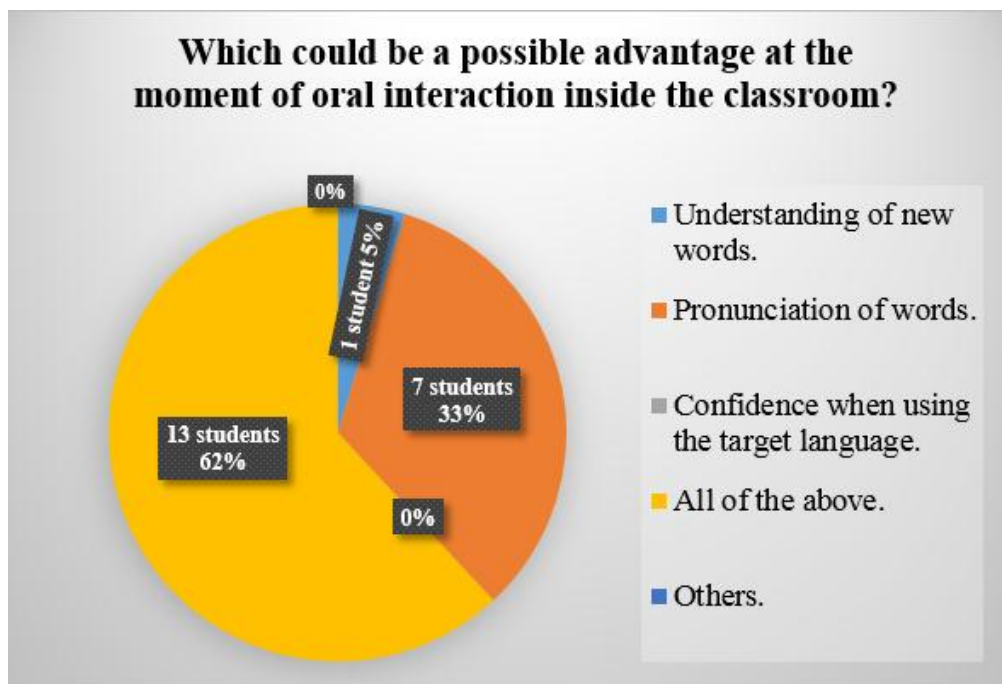
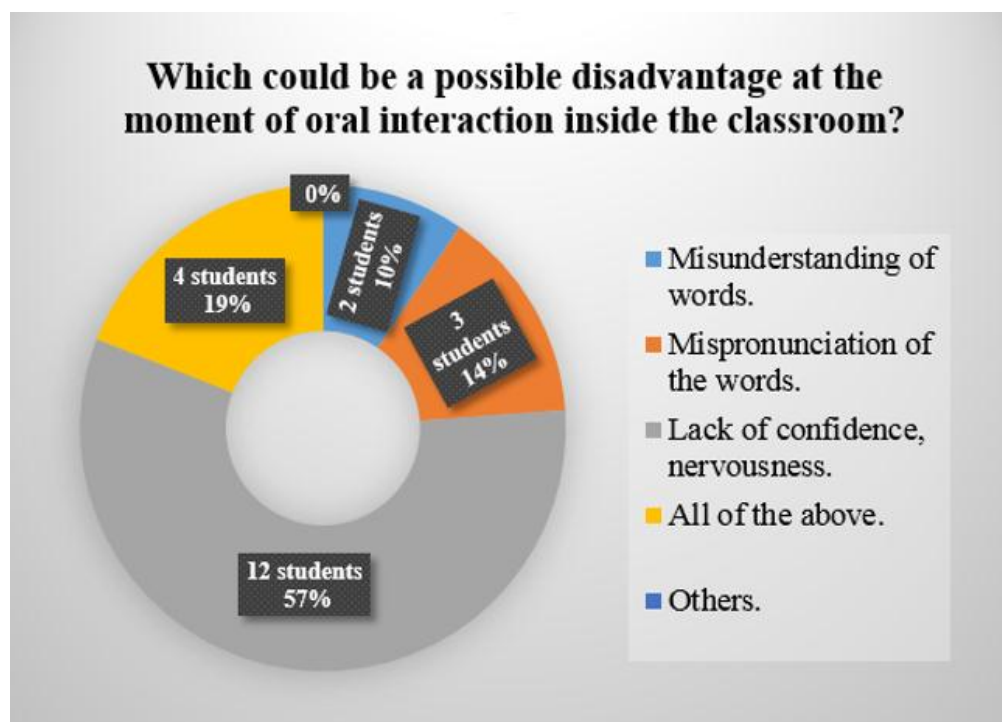
The samples of the first survey and the second survey are at the end. (See appendices 1 and 2)

TABULATION 1

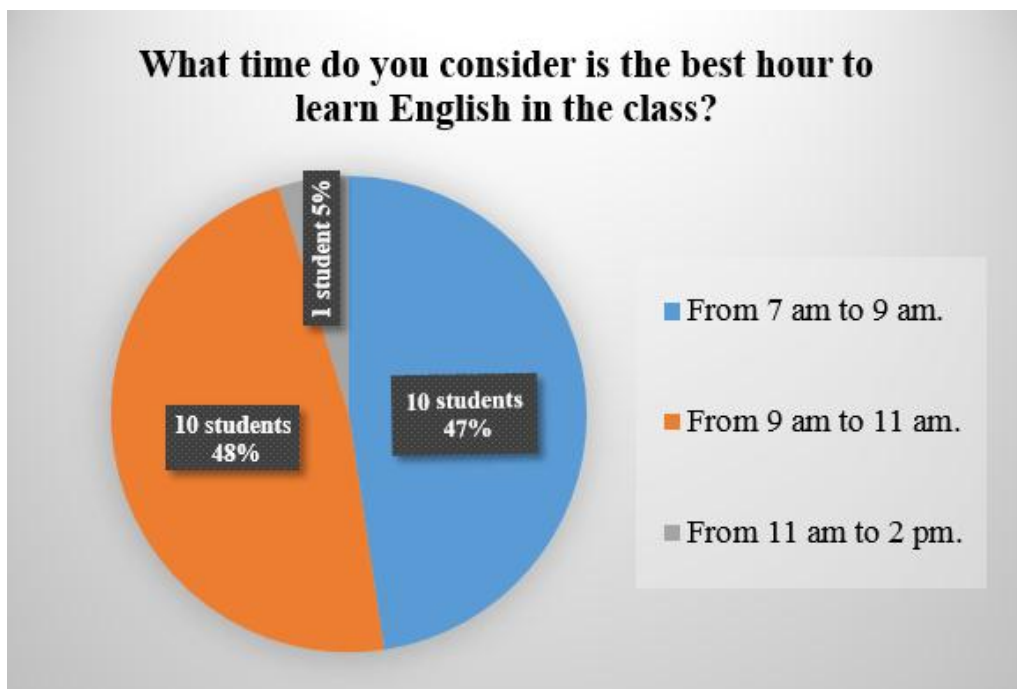
The following tabulation showed the results of the first survey applied to 21 students of “Integracion Iberoamericano High School” at the beginning of the study.

QUESTION NUMBER 1:**QUESTION NUMBER 2:**

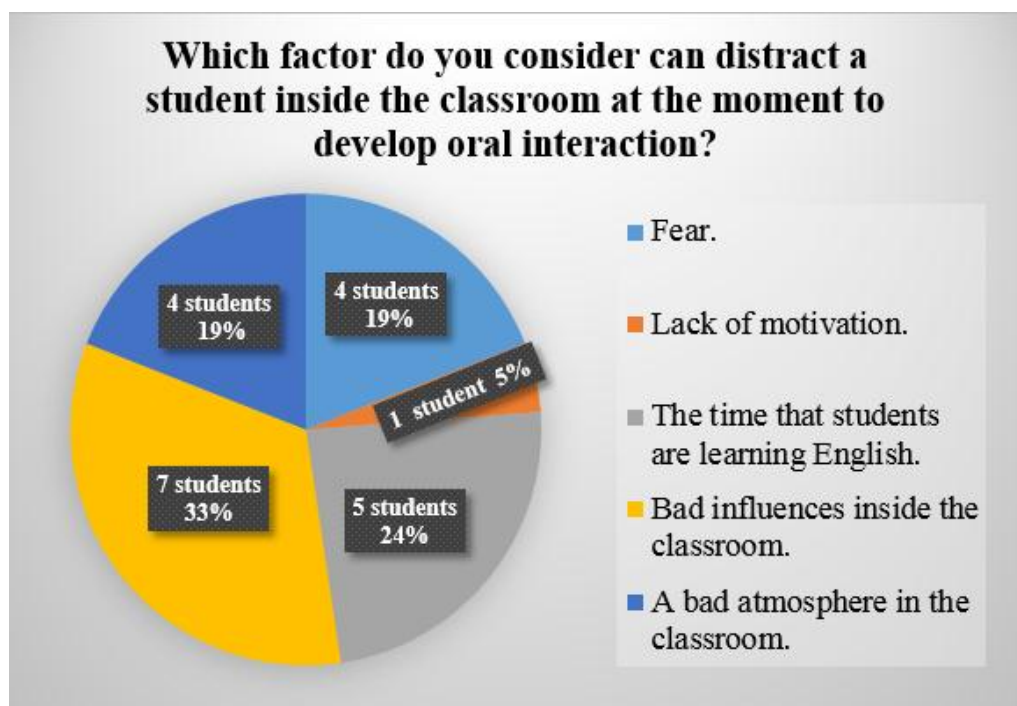
QUESTION NUMBER 3:**QUESTION NUMBER 4:**

QUESTION NUMBER 5:**QUESTION NUMBER 6:**

QUESTION NUMBER 7:



QUESTION NUMBER 8:



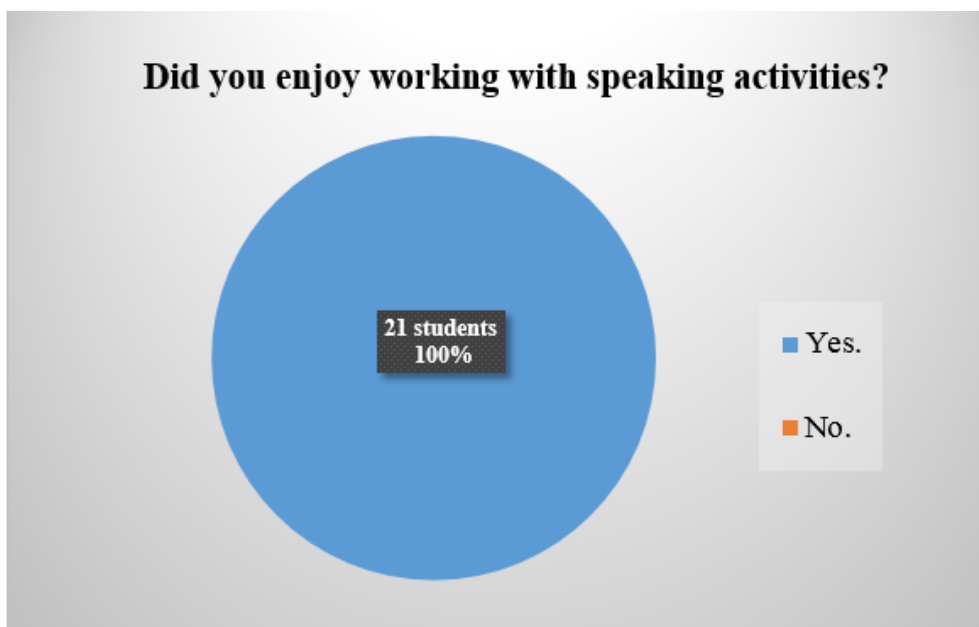
TABULATION 2

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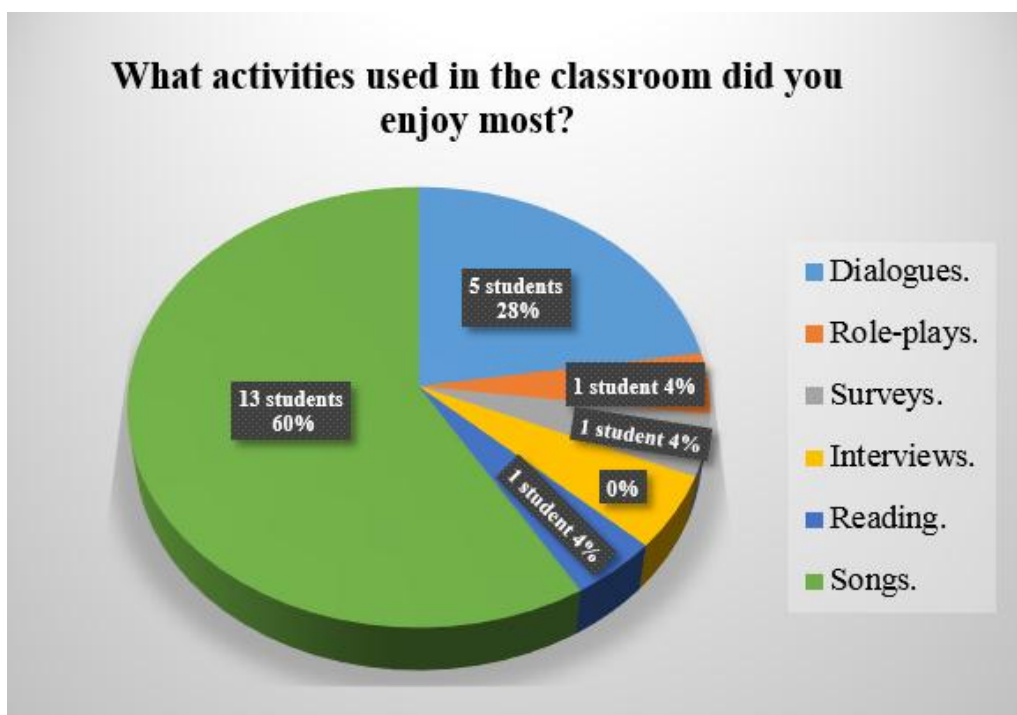
Kléver Mauricio Torres Vázquez.

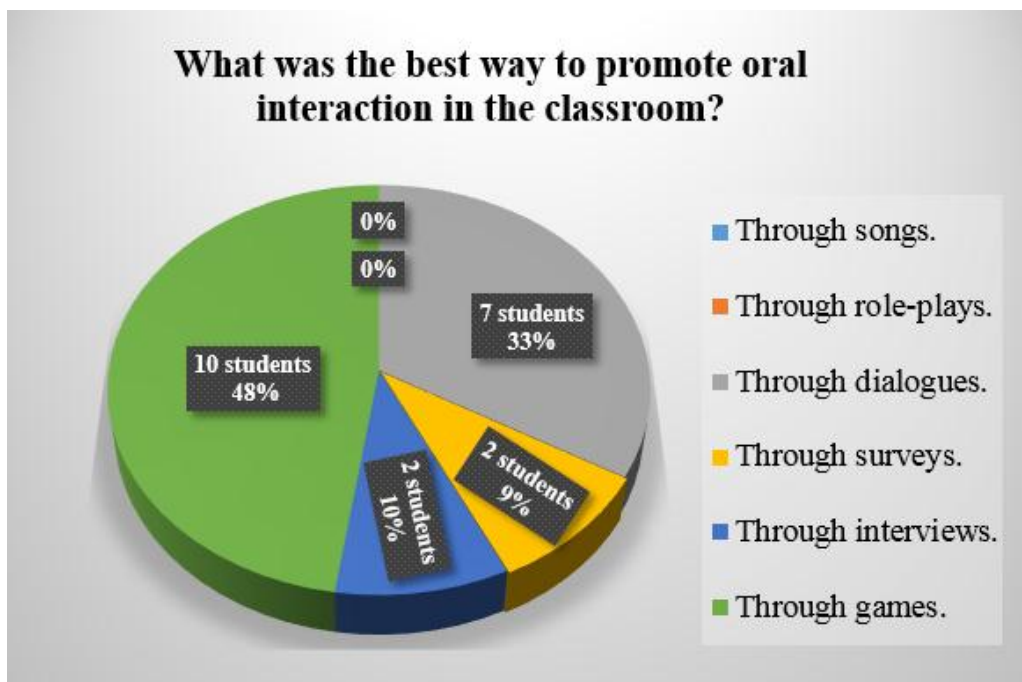
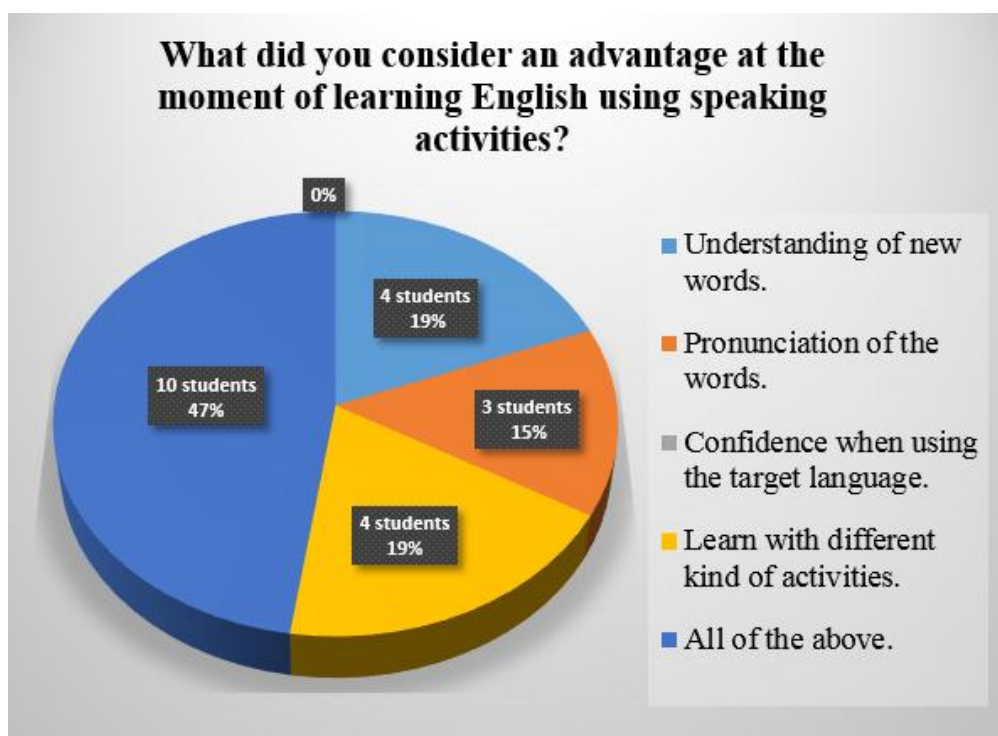
The following tabulation showed the final results of the second survey applied to 21 students of “Integracion Iberoamericano High School” after finishing the study.

QUESTION NUMBER 1:

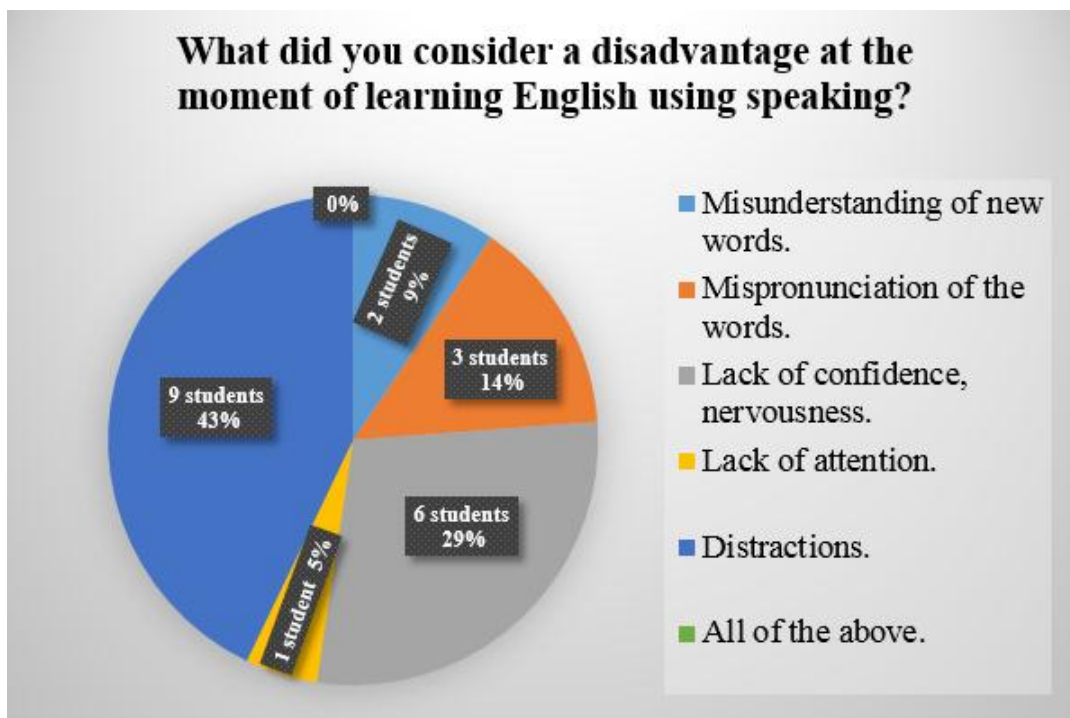


QUESTION NUMBER 2:

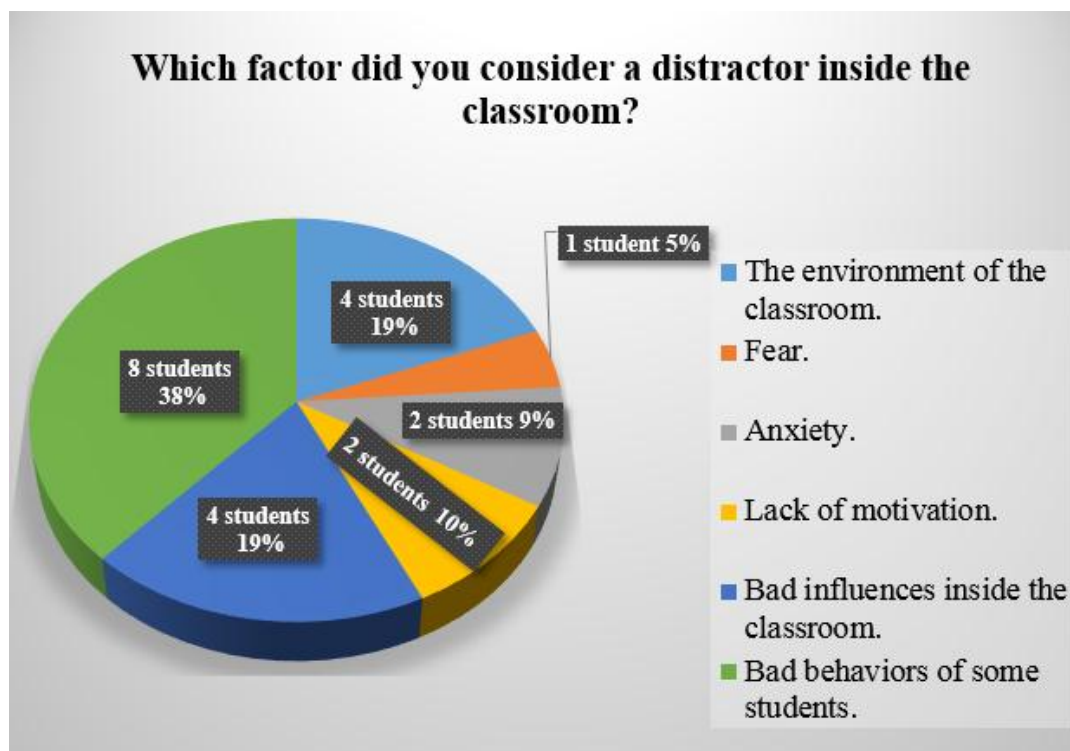


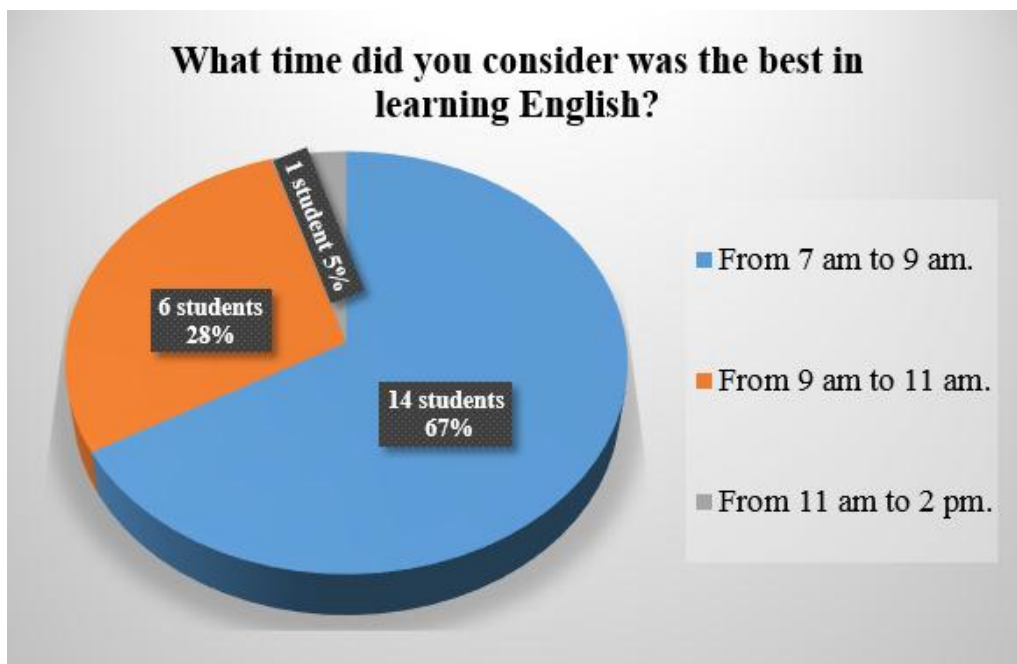
QUESTION NUMBER 3:**QUESTION NUMBER 4:**

QUESTION NUMBER 5:



QUESTION NUMBER 6:



QUESTION NUMBER 7:**4.2. Data-collection planning**

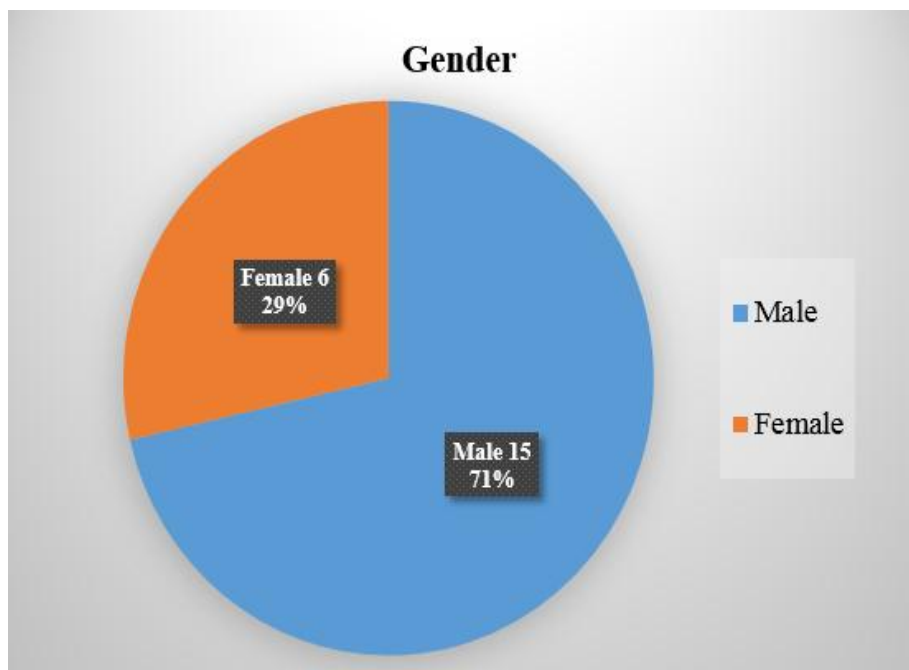
In this part the months and the activities conducted during the development of the study were presented. (See appendix 3).

4.3. Results and Analysis

In this section the results of the data analysis were presented and analyzed. Two essential objectives encouraged the collection of the data and the followed data analysis. Those objectives first developed a base of knowledge of the students about the oral interaction and the second objective measured the interests of the use of speaking activities inside the classroom taken from the booklet. The outcomes presented in this part demonstrated the potential for unification theory and practice.

Table and Graphic 1. Gender.

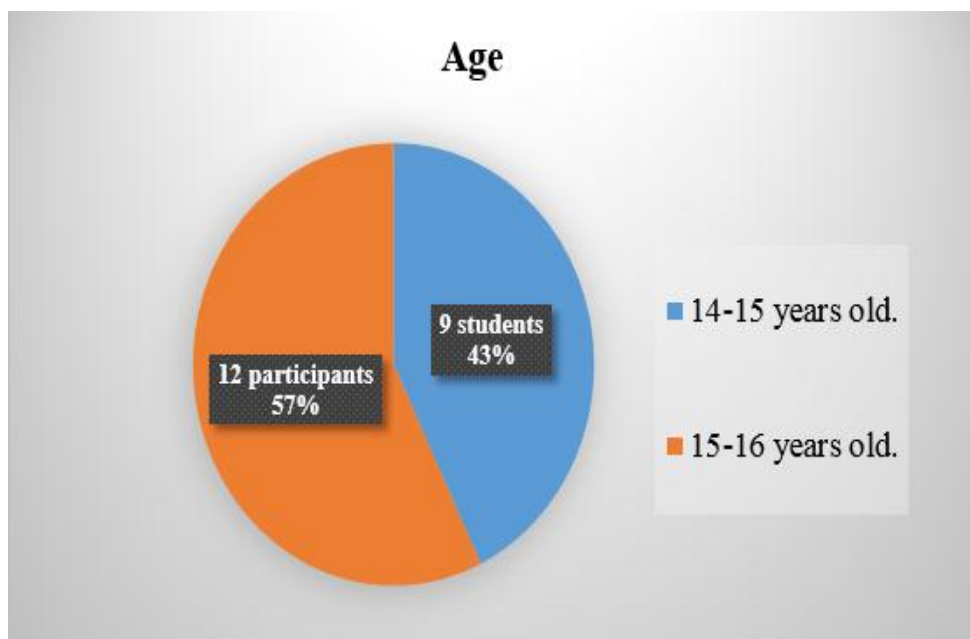
GENDER	PARTICIPANTS	PERCENTAGE
Male.	15	71%
Female.	6	29%



In the table and the graphic 1 15 males represented 71% and 6 females represented 29% of the participants in this research.

Table and Graphic 2. Age.

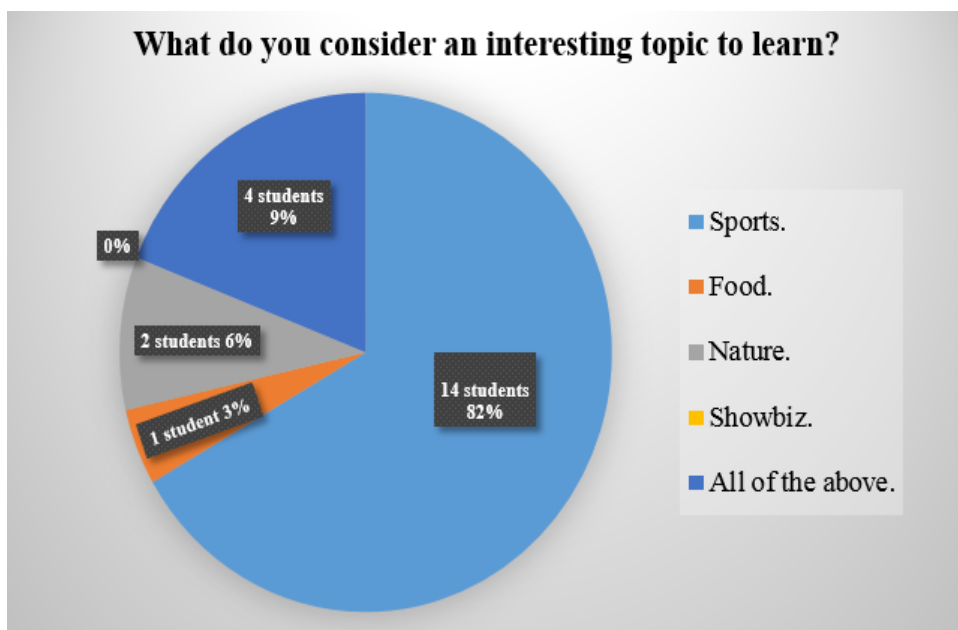
Age.	Number	Percentage
14-15 years old.	9	43%
15-16 years old.	12	57%



The table and the graphic 2 mentioned 12 students between fifteen and sixteen years old who represented 57% including males and females. Also, there were 9 students in a range between fourteen and fifteen years old who represented 43% of both sexes.

Table and Graphic 3. What do you consider an interesting topic to learn?

TOPIC	PERCENTAGE
Sports.	82%
Food.	3%
Nature.	6%
Showbiz.	0%
All of the above.	9%



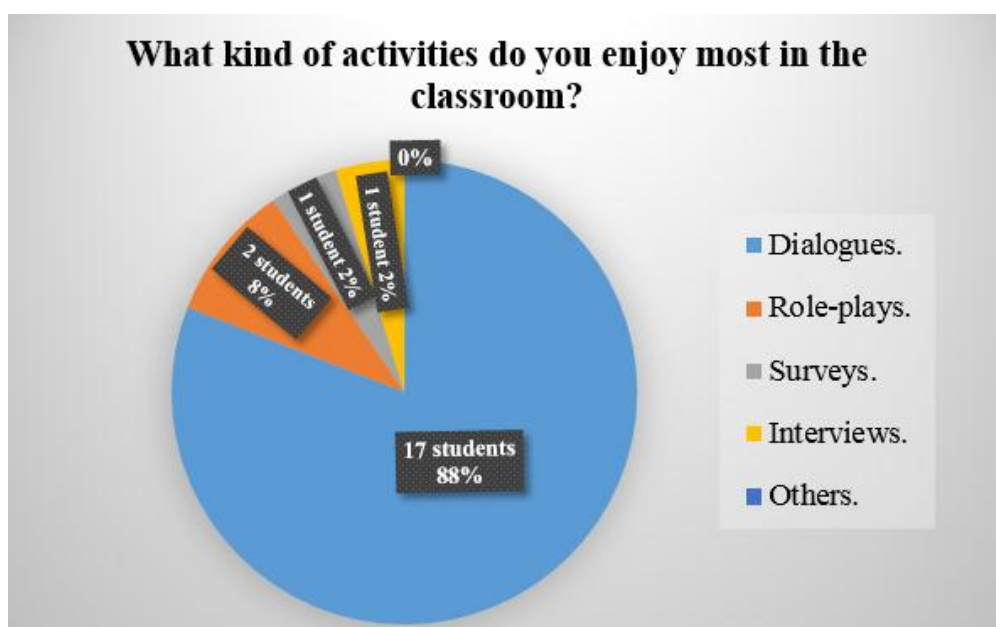
In the table and the graphic 3 the results of question number 1 of the first survey were presented: “What do you consider an interesting topic to learn?”, the results were the following:

First of all, 14 students who represented 82% enjoyed learning English with sports. In second place 4 students who represented 9 % marked all the topics presented in this activity such as: sports, food, nature and showbiz. In third place it could be observed that 2 students who represented 6% enjoyed working with activities related to nature. And finally, one student who represented 3% chose learning English with activities related to food.

Analysis: The results of the first survey demonstrated that students considered the best option to learn English using activities related to sports, following by nature, food, and showbiz.

Table and Graphic 4. What kind of activities do you enjoy most in the classroom?

TOPICS	PERCENTAGE
Dialogues.	88%
Role-plays.	8%
Surveys.	2%
Interviews.	2%
Others.	0%



The table and the graphic 4 presented the results of question number 2 of the first survey:

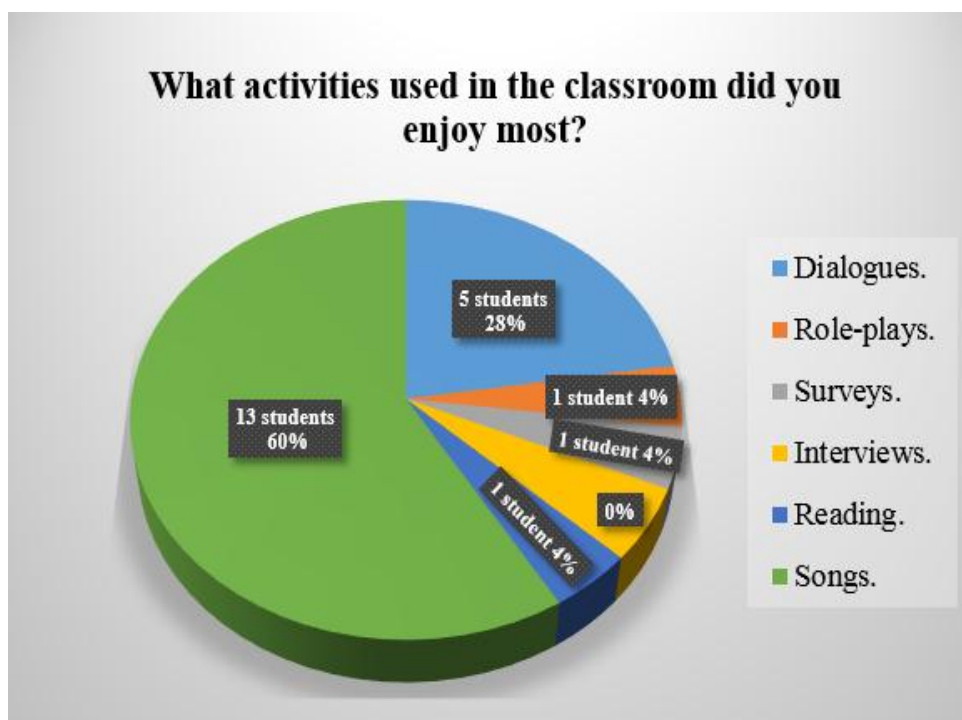
“What kind of activities do you enjoy most in the classroom?”, and the results were the following: 17 students who represented 88% enjoyed learning English using dialogues. Then, 2 students who represented 8% enjoyed learning through role-plays, one student who represented 2% enjoyed learning using surveys and finally, another student who represented 2% also enjoyed learning English using interviews.

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Kléver Mauricio Torres Vázquez.

Table and Graphic 4.1. What activities used in the classroom did you enjoy most?

TOPICS	PERCENTAGE
Dialogues.	28%
Role-plays.	4%
Surveys.	4%
Interviews.	0%
Reading.	4%
Songs.	60%



In the table and the graphic 4.1 were presented the results of question number 2 of the second survey: “What activities used in the classroom did you enjoy most?”, and the results were the following:

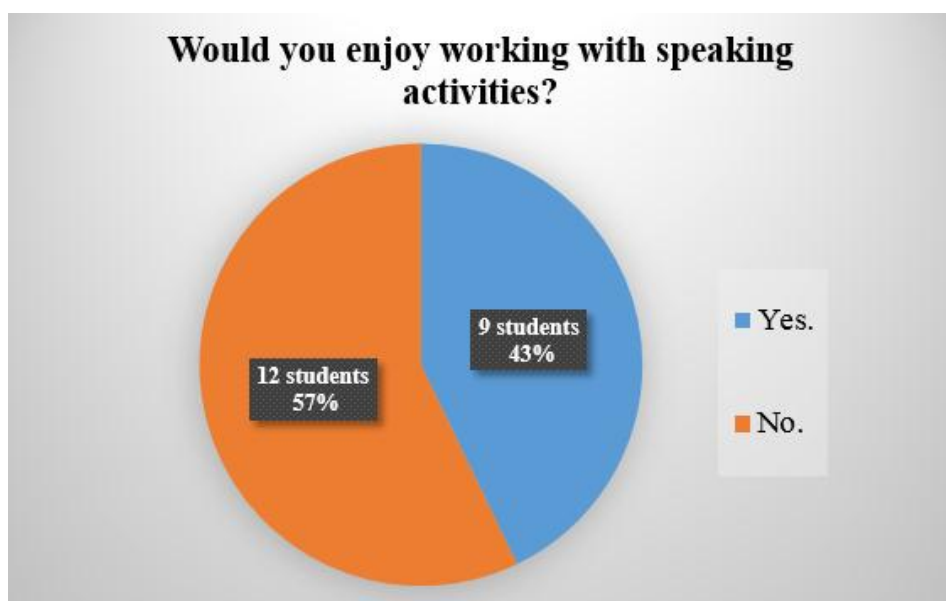
After the research application 13 students who represented 60% enjoyed working with songs. Then, 5 students who represented 28% enjoyed using dialogues. In addition, 1 student who Johanna Valeria Sari Culcay. Kléver Mauricio Torres Vázquez.

represented 4% enjoyed learning with reading, another student who represented 4% enjoyed learning with role-plays, on the other hand, and another student who represented 4% enjoyed working with surveys. Nobody liked to learn English with interviews.

Analysis: As it could be noticed there was a great difference between the results showed in the first graphics and the results from the second ones. First, 17 students said that they would enjoy working with dialogues but in the second graphic there was a big difference because only 5 students enjoyed working with this kind of activity as showed in the second survey. In conclusion based on the results of the second survey, students do not feel that working with dialogues is a good technique for learning English. However, songs were in first place selected for the students.

Table and Graphic 5. Would you enjoy working with speaking activities?

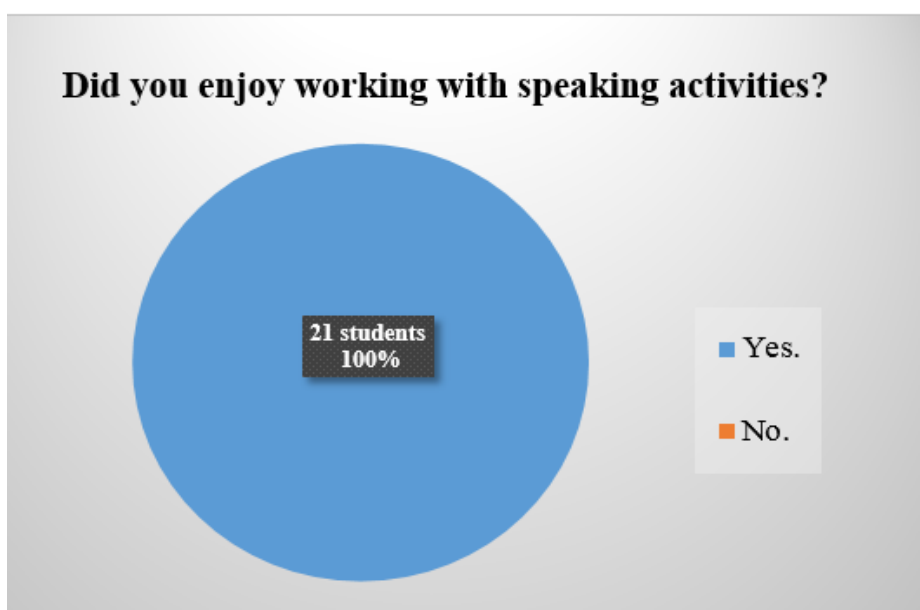
TOPIC	PERCENTAGE
Yes, I would enjoy them a lot.	43%
No, I would not enjoy them.	57%



The table and graphic 5 concerns question number 3 of the first survey: “Would you enjoy working with speaking activities?” The results were the following: 12 students who represented 57% marked that they have not enjoyed working with speaking activities and 9 students who represented 43% marked that they enjoyed working with this kind of activities.

Table and Graphic 5.1. Did you enjoy working with speaking activities?

TOPIC	PERCENTAGE
Yes.	100%
No.	0%

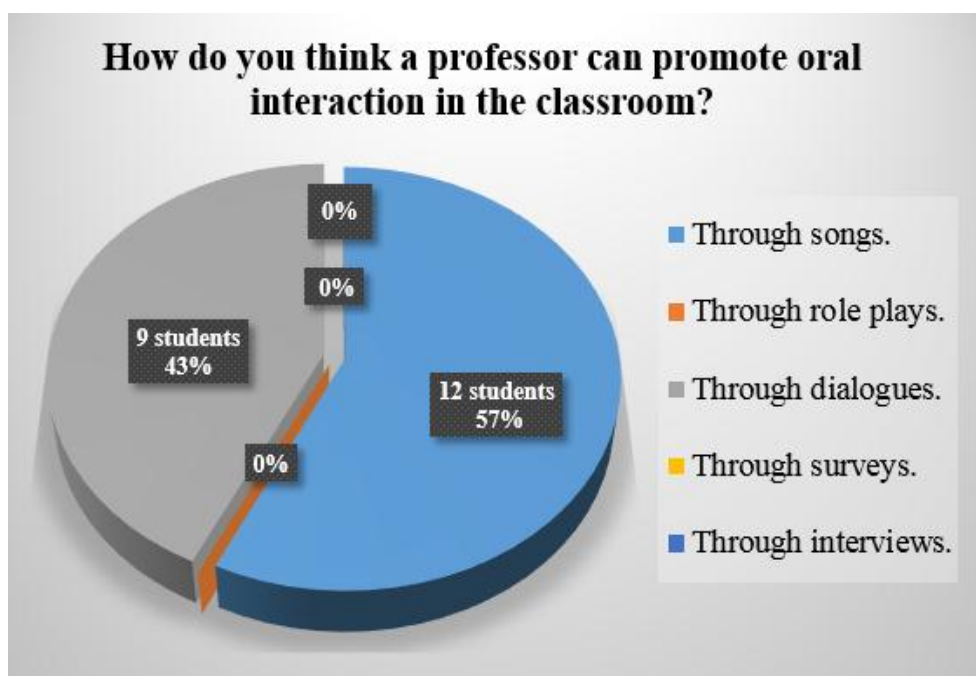


In the table and the graphic 5.1 concerned to question number 3 of the second survey: “Did you enjoy working with speaking activities?”, after completing the activities, the results were different; all the 21 participants who represented 100% enjoyed working with speaking activities a great deal.

Analysis: As the results demonstrated there was a very positive aspect for this research because all the students enjoyed working with these activities. In this way, one objective was to explore the interest and it proved that using speaking activities about topics of interest of the students was a good way to promote oral interaction in the classroom.

Table and Graphic 6. How do you think a professor can promote oral interaction in the classroom?

TOPICS	PERCENTAGE
Through songs.	57%
Through role-plays.	0%
Through dialogues.	43%
Through surveys.	0%
Through interviews.	0%

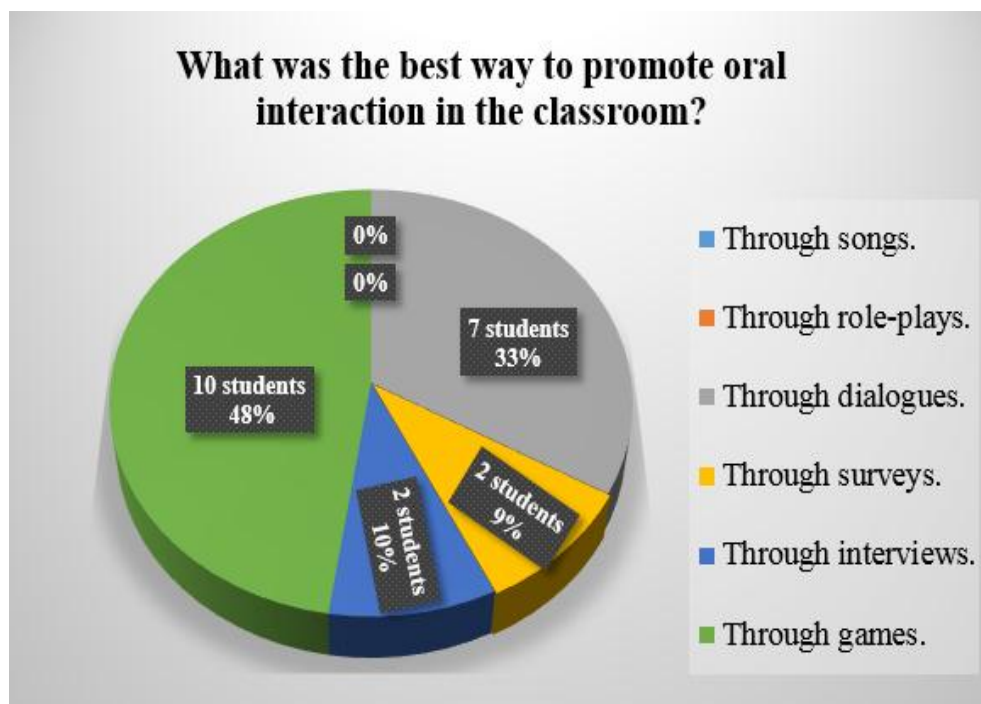


In the table and the graphic 6 were presented the following results for the question number 4 of the first survey: “How do you think a professor can promote oral interaction in the classroom?”

The results showed that 12 students who represented 57% thought that a teacher could promote oral interaction through songs, and 9 students who represented 43% thought that it was better to use dialogues.

Table and Graphic 6.1. What was the best way to promote oral interaction in the classroom?

TOPICS	PERCENTAGE
Through songs.	0%
Through role- plays.	0%
Through dialogues.	33%
Through surveys.	9%
Through interviews.	10%
Through games.	48%



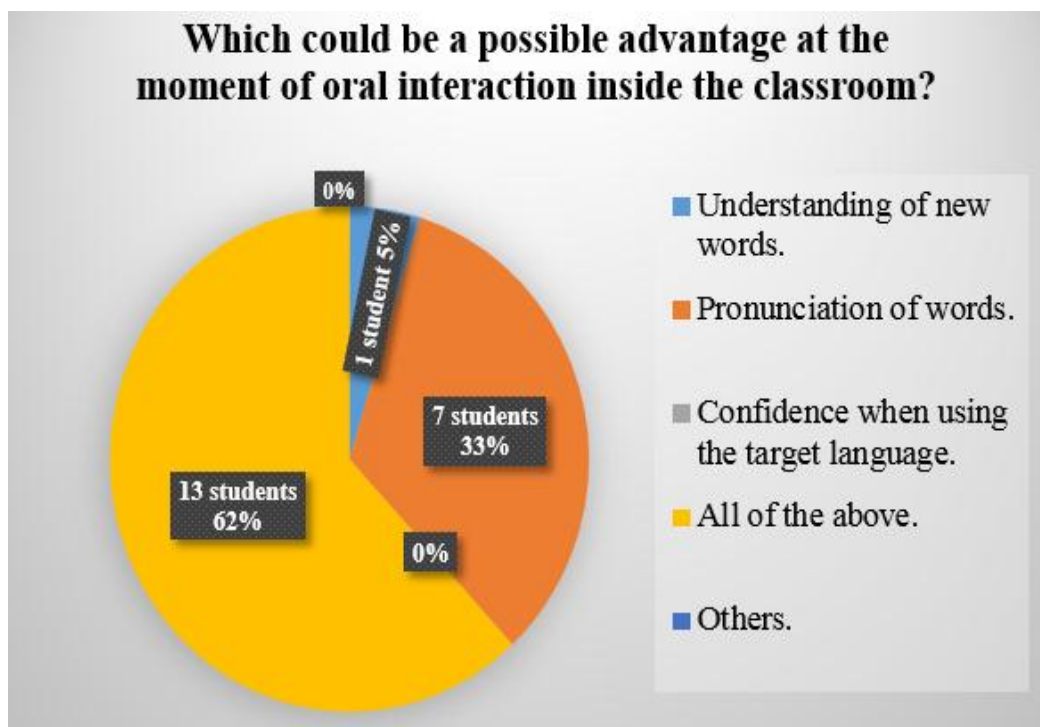
In the table and the graphic 6.1 were presented the following results for the question number 4 of the second survey: “What was the best way to promote oral interaction in the classroom?”, the results showed that 10 students who represented 48% thought that a professor was able to promote oral interaction using games, 7 students who represented a 33% thought that it was better to use dialogues, 2 students who represented 10% believed that through interviews a professor could promote oral interaction, while 2 students who represented 9% thought that the use of surveys was a good way to learn English. On the other hand, songs and role plays do not draw the attention of the students with a percentage of 0% for both.

Analysis: There was a small difference between the results showed in the first graphic and the second one due to the fact that, in the first survey 57 and 43 percent of students believed that a better way to promote oral interaction in the classroom was through songs and dialogues. On the other hand, in the second survey 48 and 33 percent showed that students thought that games and dialogues were the best activities at the moment to produce oral interaction. Furthermore, games

were the best way to promote oral interaction in the classroom according to the results of the second survey.

Table and Graphic 7. Which could be a possible advantage at the moment of oral interaction inside the classroom?

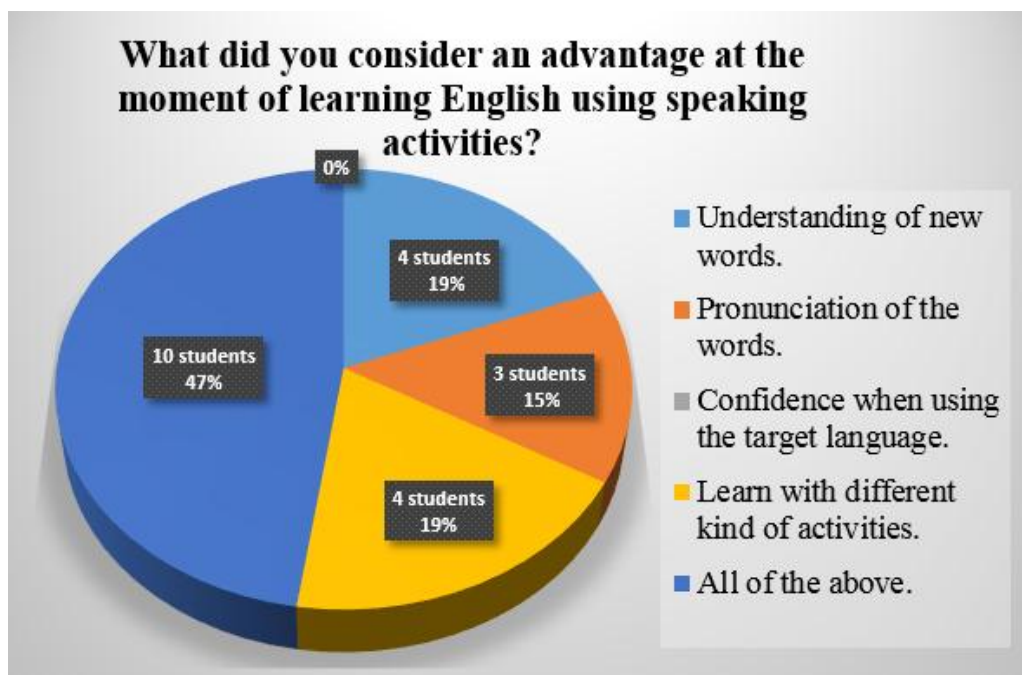
TOPICS	PERCENTAGE
Understanding of new words.	5%
Pronunciation of words.	33%
Confidence when using the target language.	0%
All of the above.	62%
Others.	0%



In the table and the graphic 7 were presented the results of question number 5 of the first survey: “Which could be a possible advantage at the moment of oral interaction inside the classroom?”. An average of 62% which represented 13 students considered it an advantage working with speaking activities because they had a better understanding of the words, a better pronunciation of the words and they became more confident with themselves. On the other hand, 33% which represented 7 students chose the option: better pronunciation of the words. In addition, 5%, which represented 1 student, considered the understanding of new words an advantage. Besides, in this graphic it was demonstrated that 0% still did not have enough confidence using the target language.

Table and Graphic 7.1. What did you consider an advantage at the moment of learning English using speaking activities?

TOPICS	PERCENTAGE
Understanding of new words.	19%
Pronunciation of the words.	15%
Confidence when using the target language.	0%
Learn with different kind of activities.	19%
All of the above.	47%

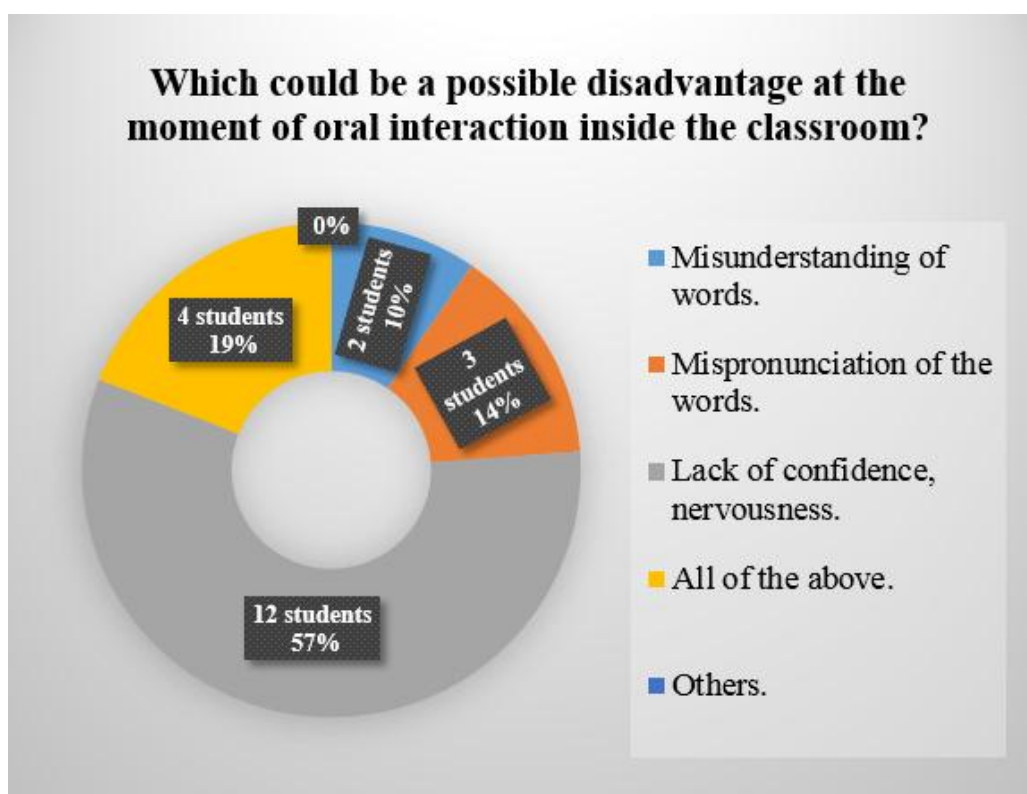


In the second table and graphic corresponding to the second survey it could be seen that an average of 47% which represented 10 students considered it an advantage working with the understanding of new words, pronunciation of the words, learning with different kind of activities and confidence at the moment in using the target language. On the other hand, it had to be considered two groups of 19% which represented 8 students considered it a learning advantage to learn with different kind of activities and understand new words. In addition 15% which represented 3 students considered it pronunciation of new words an advantage. And finally 0% still did not have enough confidence when using the target language.

Analysis: In both results the participants did not show any interest in choosing the literal c: Confidence when using the target language. This was due to lack of confidence and fear that students continued presenting when required to speak English. Moreover, both results considered the most important advantages of learning English the understanding of new words and the practice of pronunciation of the words.

Table and Graphic 8. Which could be a possible disadvantage at the moment of oral interaction inside the classroom?

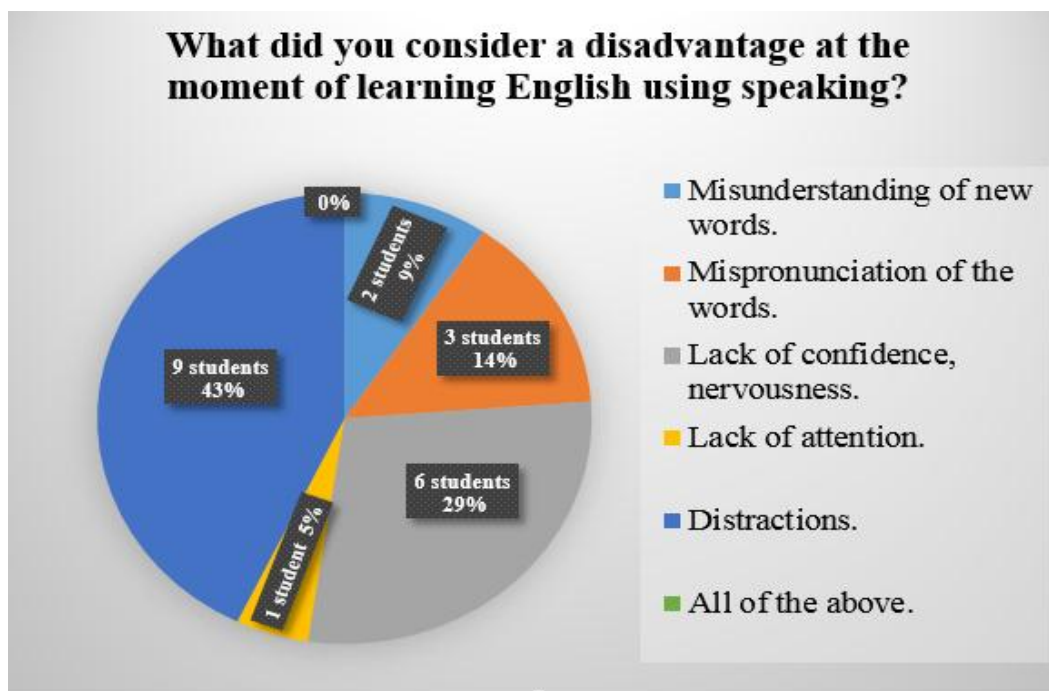
TOPICS	PERCENTAGES
Misunderstanding of new words.	10%
Mispronunciation of the words.	14%
Lack of confidence, nervousness.	57%
All of the above.	19%
Others.	0%



In the table and the chart 8, were presented the results of question number 5 of the first survey: “Which could be a possible disadvantage at the moment of oral interaction inside the classroom?”, and the results were the following: 12 students who represented 57% considered a possible disadvantage the lack of confidence and nervousness, then 4 students who represented 19% marked the option all of the above: Misunderstanding of words, mispronunciation of words, lack of confidence and nervousness as possible disadvantages. In addition, 3 students who represented 14% considered the mispronunciation of the words a possible disadvantage and finally, 2 students who represented 10% considered misunderstanding of words a possible disadvantage.

Table and Graphic 8.1. What did you consider a disadvantage at the moment of learning English using speaking activities?

TOPICS	PERCENTAGE
Misunderstanding of new words.	9%
Mispronunciation of the words.	14%
Lack of confidence, nervousness.	29%
Lack of attention.	5%
Distractions.	43%
All of the above.	0%



In the table and the chart 8.1, were presented the results of question number 5 of the second survey: “What did you consider a disadvantage at the moment of learning English using speaking activities?”, and the results were the following: 9 students who represented 43% considered the option distractions inside and outside the classroom as a disadvantage, then 6 students who represented 29% considered the lack of confidence a disadvantage, in addition, 3 students who represented 14% marked the option: mispronunciation of the words as a disadvantage, 2 students who represented 9% considered the misunderstanding of new words a disadvantage and finally, just one student who represented 5% considered the lack of attention as a disadvantage.

Analysis: In the results of the first survey the students considered that their lack of confidence and nervousness could be the main disadvantage at the moment of using speaking activities, followed by mispronunciation and misunderstanding of words. Then, after were use speaking activities in the second survey the results showed that the main disadvantages were distractions inside and outside the classroom followed by mispronunciation too and lack of

confidence. All this information indicated a positive aspect because the participants were able to overcome their nervousness and lack of confidence.

On the other hand, distractions were a big disadvantage at the moment of promoting oral interaction in the classroom so it is necessary to seek out strategies to avoid this negative aspect.

Table and Graphic 9. What time do you consider is the best hour to learn English in the class?

TOPICS	PERCENTAGE
From 7 am to 9 am.	47%
From 9 am to 11 am.	48%
From 11 am to 2 pm.	5%

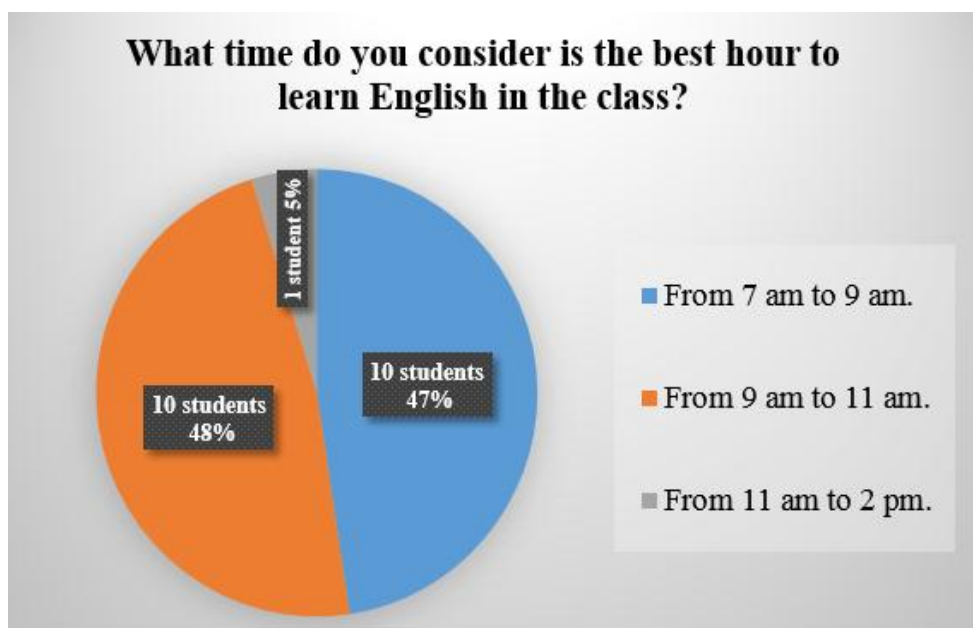
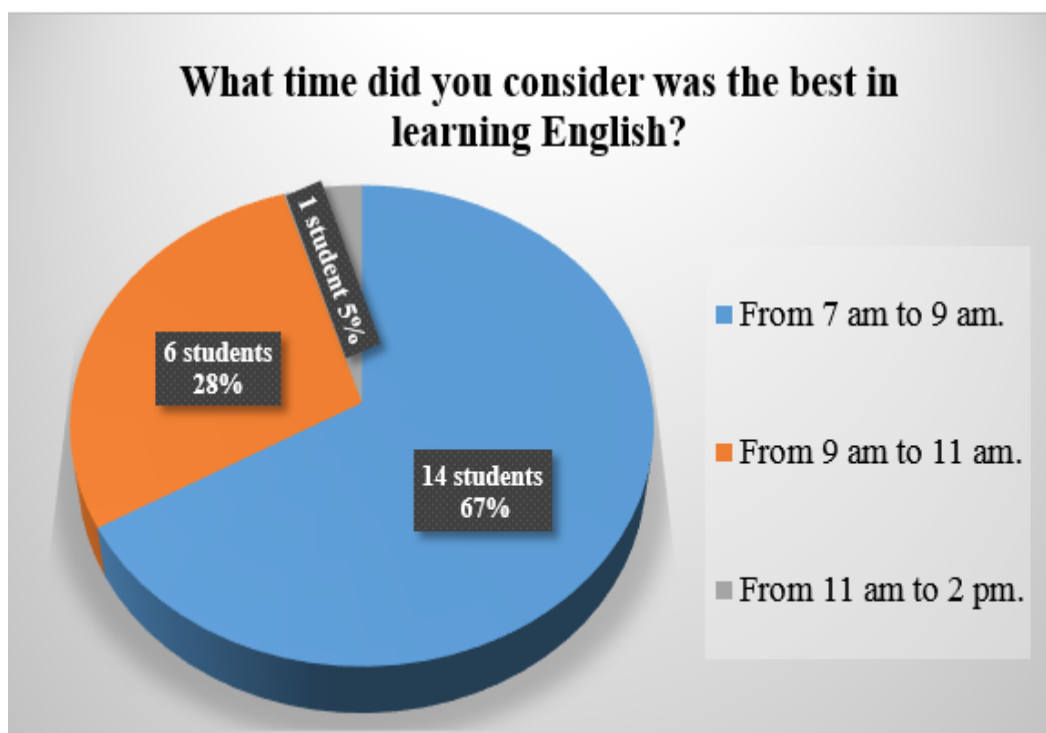


Table and chart 9 presented the results of question number 7: “What time do you consider is the best hour to learn English in the class?”, and the results were the following: 10 students who represented 48% expressed that they could enjoy learning English from 9 am to 11 am. After that, 10

students who represented 47% said that they preferred to learn English from 7 am to 9 am. And finally, 1 student who represented 5% preferred to learn English from 11 am to 2 pm.

Table and Graphic 9.1. What time did you consider was the best hour to learn English in the class?

TOPICS	PERCENTAGE
<u>From 7 am to 9 am.</u>	67%
<u>From 9 am to 11 am.</u>	28%
<u>From 11 am to 2 pm.</u>	5%



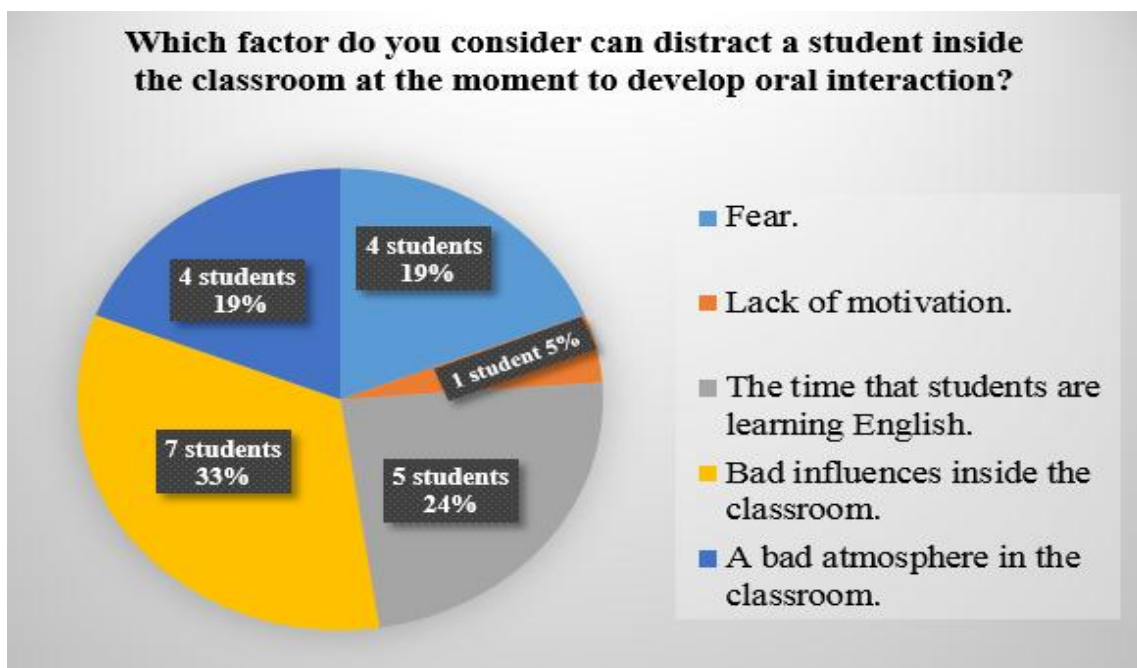
In table and the chart 9.1 were presented the results of question number 7 of the second survey: “What time did you consider was the best in learning English?”, and the results were the following: 14 students who represented 67% enjoyed learning English from 7 am to 9 am. After that, Johanna Valeria Sari Culcay.

6 students who represented 28% enjoyed learning English from 9 am to 11 am. And finally, 1 student who represented 5% enjoyed learning English from 11 am to 2 pm.

Analysis: The final results of the second survey demonstrated that students preferred to learn English in the early hours of the day. Due to this fact, the students became more active and able to understand and learn English in a significant way.

Table and Graphic 10. Which factor do you consider can distract a student inside the classroom at the moment to develop oral interaction?

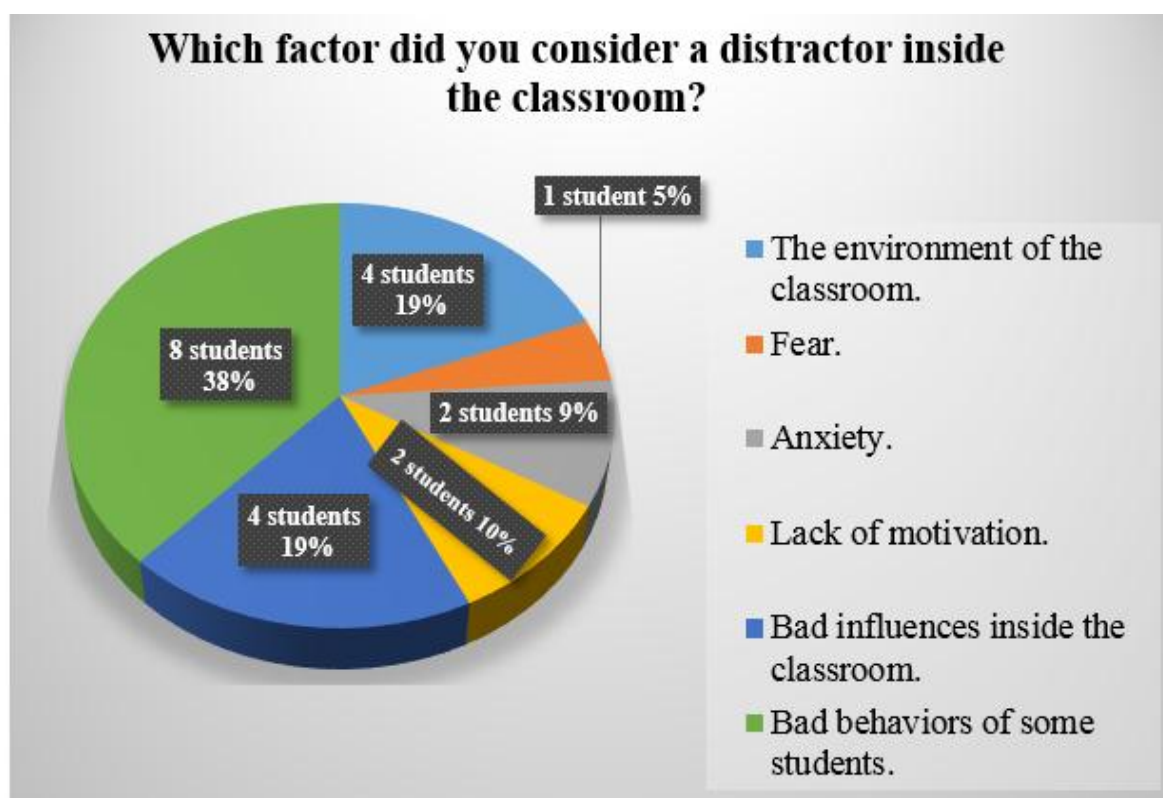
TOPICS	PERCENTAGE
Fear.	19%
Lack of motivation.	5%
The time that students are learning English.	24%
Bad influences inside the classroom.	33%
A bad atmosphere in the classroom.	19%



In the table and the chart 10 were presented the results of question number 8 of the first survey: “Which factor do you consider can distract a student inside the classroom at the moment to develop oral interaction?” the results were the following: 7 students who represented 33% considered a big distractor bad influences inside the classroom. Then, 5 students who represented 24% marked the option: the time of learning English, also two groups of 4 students, each who represented 19% chose as distractors: fear and a bad atmosphere in the classroom. Finally, one student who represented 5% considered a distractor the lack of motivation at the moment to learn English.

Table and Graphic 10.1. Which factor did you consider a distractor inside the classroom?

TOPICS	PERCENTAGE
The environment of the classroom.	19%
Fear.	5%
Anxiety.	9%
Lack of motivation.	10%
Bad influences inside the classroom.	19%
Bad behaviors of some students.	38%



The table and the chart 10.1 illustrated the results of question number 6 of the second survey: “Which factor did you consider a distractor inside the classroom?”. The results were the following: 8 students who represented 38% after applied the speaking activities considered the principal distractor Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



bad behaviors of some classmates. In the same way, two groups of 4 students, each one who represented 19% chose bad influences and the environment of the classroom distractors. Then, 2 students who represented 10% expressed that a distractor for them was their anxiety. On the other hand, 2 students who represented 9% considered a distractor the lack of motivation, and finally, just one student who represented 5% considered fear a distractor.

Analysis: In both parts of the results of the first survey and the second survey the principal distractors considered for the participants were the bad influences and behaviors of some students in the classroom who did not allow other students to concentrate during the performance of the speaking activities. Also, the results put in a second place the distractors of bad environment and fear by part of the students. Finally anxiety was mentioned as a distractor to be considered, too.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- The students believed that their oral development in classes increased when the teachers used the games as a pedagogical tool and in this way students were able to learn in a pleasant and interesting way, because the games helped shy students to learn to speak, it also alleviated the fear of participation in class. The research strongly indicated that integrating popular topics such as sports increased speaking.
- When teachers used interactive tools and group involvement such as games in first place and songs second place in the classroom, participation increased and students were motivated to practice and improve their English language usage.
- An advantage of the oral interaction in the classroom was the learning of new words, because the vocabulary of students was enriched and at the same time increased classroom lexicon.
- A latent disadvantage at the moment of developing oral interaction among students was the nervousness they felt when expressing ideas or thoughts, due to fears of ridicule or receiving any rejection by peers.
- Students believed that the best time to learn English was from 7 am to 9 am, because student energy and the willingness to learn a new language was at a high level.
- One of the factors that could distract students at the time of oral participation were the conflictive relations in class, because this factor affected student confidence and security at the moment of actively interacting in class, either by feelings of fear or rejection by the classmates or the teacher.

5.2 Recommendations

- Teachers must prepare their classes, leaving aside the improvisation and focus on developing activities which involve oral participation, specifically the use of games because it is important for increasing the students' vocabulary. In this manner the students will be ready to learn a new language in a fun way.
- It is strongly recommended, especially for oral interaction improvement, to use topics that attract the attention of students. Therefore, teachers should always gather information at the beginning of the classes to ensure motivation.
- Another innovative and flashy resource for students is the use of songs. English teachers should use this resource as a technique to develop the listening skills and the practice of pronunciation of students.
- The teacher is a key actor in the teaching-learning process. For this reason, he/she must not only act as a transmitter of knowledge, but should be able to provide and generate trust with the student. In this way confidence will be gained to participate in classes, and fear will not be a limiting factor for learning a new language.
- It is worth mentioning that learning English in the early hours of the day is beneficial, because all the students have enough energy to pay attention to the different activities used in the classroom; therefore the subject of English should be placed in the early hours of student time.
- It is important for English teachers to inculcate respect as a fundamental value to learning a new language, make it known to all students that mistakes of pronunciation are not synonyms for ridicules; but rather are opportunities to learn jointly.



Provisional list of contents

Authorship

University publishing rights recognition

Acknowledgement

Dedication

Introduction

CHAPTER I: THE PROBLEM

- 1.1. Topic
- 1.2. Description of the problem
- 1.3. Justification
- 1.4. Objectives
 - 1.4.1. General objective
 - 1.4.2. Specific objectives

CHAPTER II: THEORETICAL FRAMEWORK

- 2.1. Literature Review
- 2.2. Background Research

CHAPTER III: METHODOLOGY

- 3.1. Basic Methodology
- 3.2. Type of research
 - 3.2.1. Participants
- 3.3. Technical Research and Data Collection

CHAPTER IV: DATA ANALYSIS

- 4.1. Data-gathering techniques
- 4.2. Data-collection planning

Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



4.3. Results and Analysis

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

5.2 Recommendations

WORKS CITED

APPENDICES



Provisional Bibliography or works cited.

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APPENDIX 1.

First survey.



The following survey will be applied to know the interests of freshman students of high school learning English in order to develop a graduation project.

Name: _____ Date: _____

Choose the option that you consider the best in each question:

1) What do you consider and interesting topic to learn?

- a) Sports.
- b) Food.
- c) Nature.
- d) Showbiz.
- e) All of the above.

2) What kind of activities do you enjoy most in the classroom and why?

- a) Dialogues.
- b) Role-plays.
- c) Surveys.
- d) Interviews.
- e) Other specify



3) Would you enjoy working with speaking activities?

- a) Yes, I would enjoy them a lot.
- b) No, I wouldn't enjoy them.

4) How do you think a professor can promote oral interaction in the classroom?

- a) Through songs.
- b) Through role plays.
- c) Through dialogues.
- d) Through surveys.
- e) Through interviews.
- f) Other specify.

5) Which could be a possible advantage at the moment of oral interaction inside the classroom?

- a) Understanding of new words.
- b) Pronunciation of the words.
- c) Confidence when using the target language.
- d) All of the above.
- e) Others specify

6) Which could be a possible disadvantage at the moment of oral interaction inside the classroom?

- a) Misunderstanding of new words.
- b) Mispronunciation of the words.
- c) Lack of confidence, nervousness.



- d) All of the above.
- e) Others specify.....

7) What time do you consider is the best hour to learn English in the class?

- a) From 7 am to 9 am.
- b) From 9 am to 11 am.
- c) From 11 am to 2 pm.

8) Which factor do you consider can distract a student inside the classroom at the moment to develop oral interaction?

- a) Fear.
- b) Lack of motivation.
- c) The time that students are learning English.
- d) Bad influences inside the classroom.
- e) A bad atmosphere in the classroom.



APPENDIX 2.

Second survey.



The following survey will be applied to measure the results of the survey applied at the beginning of the study.

Name: _____

Date: _____

Choose the option that you consider the best in each question:

1) Did you enjoy working with speaking activities?

- a) Yes.
- b) No.

2) What activities used in the classroom did you enjoy most?

- a) Dialogues.
- b) Role-plays.
- c) Surveys.
- d) Interviews.
- e) Reading.
- f) Songs.

3) What was the best way to promote oral interaction in the classroom?

- a) Through songs.

Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



- b) Through role plays.
- c) Through dialogues.
- d) Through surveys.
- e) Through interviews.
- f) Through games.

4) What did you consider an advantage at the moment of learning English using speaking activities?

- a) Understanding of new words.
- b) Pronunciation of the words.
- c) Confidence when using the target language.
- d) Learn with different kind of activities.
- e) All of the above.

5) What did you consider a disadvantage at the moment of learning English using speaking activities?

- a) Misunderstanding of new words.
- b) Mispronunciation of the words.
- c) Lack of confidence, nervousness.
- d) Lack of attention.
- e) Distractions.
- f) All of the above.

6) Which factor did you consider a distractor inside the classroom

- a) The environment of the classroom.



- b) Fear.
- c) Anxiety.
- d) Lack of motivation.
- e) Bad influences inside the classroom.
- f) Bad behaviors of some students.

7) What time did you consider was the best in learning English?

- a) From 7 am to 9 am.
- b) From 9 am to 11 am.
- c) From 11 am to 2 pm.

APPENDIX 3.

DATA COLLECTION PLANNING

MONTH	TIME	ACTIVITY	MATERIALS
October	05/10/2015	-Presentation of the proposal.	-Laptop. -Internet.
	11/10/2015	-Development of Literature review.	-Books.
	25/10/2015	-Complete literature review.	
	30/10/2015	-Elaboration of the first survey.	
November	01/11/2015	-Design of the booklet.	-Pencil,pen. -Eraser.
	04/11/2015	- Development of the first survey.	-Surveys. -Pencil colors.
	04/11/2015	-Main data collection	-Worksheets.
	05/11/2015	-Development of the activities about the	-Computer. -Cd player.
	to	booklet with	-Projector.
	15/12/2015	freshman students of” Integracion Iberoamericano high school”.	-Book. -Puppets. -Box. -Flash-cards.

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MONTH	TIME	ACTIVITY	MATERIALS
December	17/12/2015	-Development of the second survey.	-Pencil.
	17/12/2015	-Complete data collection.	-Pen.
	18/12/2015	-Tabulation of the data collected.	-Eraser.
	27/12/2015	-Analysis and results of the data.	-Surveys.
	28/12/2015		-Computer.
	29/12/2015		
January	04/01/2016	-Write dissertation plan.	-Computer.
	06/01/2016	-Drafting the Thesis.	-Memory flash.
	11/01/2016	-First draft.	-Sheet of paper.
	13/01/2016	- Second draft.	
February, March	06/02/2016	-Discuss the drafts with the tutor.	-Laptop.
	08/02/2016	-Revision of the thesis.	-Thesis - draft.
	26/03/2016		



April	07/04/2016 30/04/2016	-Correction of mistakes.	-Laptop. -Thesis - draft.
May	06/05/2016	-Presentation of the thesis.	-Thesis. -CD.

APPENDIX 4:

Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.

PHOTOS

“INTEGRACIÓN IBEROAMERICANO”

HIGH SCHOOL



Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



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Kléver Mauricio Torres Vázquez.



Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.

Speaking Activities

to

promote oral interaction



Created by:

Valeria Sari & Kléver Torres.



CONTENTS

UNIT 1

“When I was a child”

1.1.	Simple Past Tense: “How jealous were you”.....	4-8
1.2.	Past Tense: “The killer in the backstage”.....	9-10
1.3.	Past Tense: “The story chart”.....	11-12
1.4.	Use of will: “It is not goodbye” (song).....	13-18
1.5.	Use of going to: “A Guardian Angel” (video).....	19-21
1.6.	Use of ing for describing: “What are they doing”.....	22-23
1.7.	Gerunds: “Likes and dislikes”.....	24
1.8.	Use of going to: “Answering questions orally”.....	25
1.9.	Reading: “Santa’s Christmas”.....	26-28
1.10.	Project: “My important person”.....	29

UNIT 2:

“What are you doing now!”

2.1.	Present Progressive: “Verbs”.....	30
2.2.	Simple Present Tense vs Present Progressive Tense: “Paul’s Afternoon Schedule”...31-32	
2.3.	Use of the s-form of the verbs: “Describing appearance”.....	33-34
2.4.	Simple Present Tense: “Guess this”.....	35-36
2.5.	Simple Present Tense: “Interview”.....	37

Johanna Valeria Sari Culcay.



2.6.	Simple Present Tense: “Who is who”.....	38-39
2.7.	Simple Present Tense: “Surprise Box” (Game).....	40-41
2.8.	Simple Present Tense: “Telling the time”.....	42
2.9.	Simple Present Tense: “It is hard to say I love you”.....	43
2.10.	Use of Would Like To: “Professions”.....	44

UNIT 3:

“Knowing new things!”

3.1.	Use of Adjectives: “Beauty and the Beast”.....	45-46
3.2.	Expressing likes and dislikes: “I like..., I do not like”.....	47-48
3.3.	Likes and dislikes: “Do you like?”.....	49
3.4.	Likes and dislikes: “My special Talents”.....	50
3.5.	Talking about favorites: “My favorites things”.....	51-52
3.6.	Practice of vocabulary: “What fruits do you like?”.....	53
3.7.	Practice of vocabulary: “What is in the basket?”.....	54-55
3.8.	Practice of vocabulary: “Which is the profession?”.....	56
3.9.	Project: “Role play using puppets”.....	57
3.10.	Time for act: “Role-play”.....	58-59



UNIT 1

For freshman students of “Integracion Iberoamericano” High School.

SIMPLE PAST TENSE

Objective: Students are going to participate by asking and answering questions using the simple past tense.

Student: _____

Date: _____

A) **Work in pairs. Student 1:** ask questions; **Student 2:** answer questions.

How jealous were you?



A
3
B
2
C
1

1) For some reason your boyfriend/girlfriend said he/she was going to call you back but he/she didn't, so you thought...



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- a) His/her cell phone ran out of battery.
- b) Maybe he/she didn't come back at home yet, so he was unable to call back.
- c) You are sure he/she was with another person.

2) Frequently, you and your boyfriend/girlfriend went out, but one day he/she asked you for permission to go out with his/her friends, what was your answer in front to that situation?



- a) You didn't like the idea so much, but it would have been unfair to cut his/her liberty.
- b) You gave him permission but immediately, you found out which friends were going with him/her and asked them to watch him/her.
- c) You get angry a lot with him/her and you thought.

3) You were at the disco and your boyfriend/girlfriend went to the bathroom and took long so you thought...



- a) You thought there were many people in the bathroom.
- b) You thought he/she was found with a friend.
- c) You went to the bathroom furious to reclaim because he/she took so long.

4) You went to a party but your boyfriend/girlfriend met with his/her ex and they were talking. What did you do?



- a) You didn't give any importance and you said hello to his/her ex.
- b) You approached your boyfriend/girlfriend and you looked at him/her very angrily.
- c) Immediately, you went where your boyfriend/girlfriend where and you told his/her ex that he/she had to keep a distance.

5) Your partner forgot his/her cellphone in your house. What did you do?



- a) You told him you have it and you saved it.
- b) You checked all his/her messages and calls.
- c) You deleted all the numbers of girls or boys that he/she had in the phone.

6) Which of these ways you thought was best suited to express your love.



- a) Be his/her boyfriend/ girlfriend is sufficient.
- b) You kiss and hug in front of his friends.
- c) You call and send him/her messages of love all day.

7) One day, your partner talked to you about a friend of whom he/she had never talked before. What did you tell him/her?



- a) It bothers you a bit but you didn't ask him/her anything.
- b) You tried to find out for yourself who that person was.
- c) You said: What happened to you? Why did you become friends with people that I didn't know? You need to finish that friendship?

8) The best friend of your partner frequently called him/her. What did you think about this situation?





- a) You respected that situation.
- b) You preferred not to go with your partner and that person anywhere.
- c) You thought, that friendship between a man and a woman does not exist, so you didn't like that situation.

10-15 points:	15-20 points:	20-25 points:
Your jealousy is normal. You are a confident person himself. You trust on your partner.	Occasionally you feel jealous but it is moderate. Sometimes you are scandalous. You need to trust in yourself.	Your jealousy is unhealthy. You are even jealous of the air he/she breathes. Change the way you are otherwise you will lose your love.



For freshman students of “Integracion Iberoamericano” High School.

PAST TENSE

Objective: Students will read a story along with the teacher in order to improve their pronunciation.

Student: _____

Date: _____

a) Read the story “The killer in the backstage”, complete the chart and share your answers with the whole class.

The killer in the backstage

At two a.m. Lesly left her work, go into her car, and drove home. On the way home, she stopped at a store for bread. As she was paying for the bread, the cashier reminded her to be careful. “You heard about the murder? Few weeks before a young girl who had been walking in the park alone had been murdered and the police are still looking for the killer.” He asked her.

She said “I didn’t know anything but thank you for the information”. Then, she got into her car and locked the car doors. Suddenly, a man in a truck followed her staying just inches from her. And every few seconds, he turned on his bright lights.

When she pulled into her driveway, the man of the truck pulled in right behind her. Lesly opened the car door and ran toward her house, as soon as the woman came to, she saw a man next to her. “It’s ok” the man of the truck told her, and pointed to another man lying on the grass nearby. The man’s hands and feet were tied.

“I’m the stranger who followed you, when I was outside of the store and I saw a man get into your car and crouch down in the backseat. Then you came out of the store and got into the car;

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Kléver Mauricio Torres Vázquez.



there was nothing I could do but follow you and for that reason I turned on my brights lights every time that man appeared behind the seat to let him know I was behind you.”

“Finally, when you got out of your car, the man tried to run away but I hit him with my tire iron. He had a knife, but he didn’t get a chance to use it”.The woman said “thank you very much good man, that’s all right.”

The End.

For freshman students of “Integracion Iberoamericano” High School.

PAST TENSE

Objective: After listening to the lecture, students will fill in the charts using specific information.

Student: _____

Date: _____

a) Complete the story chart.



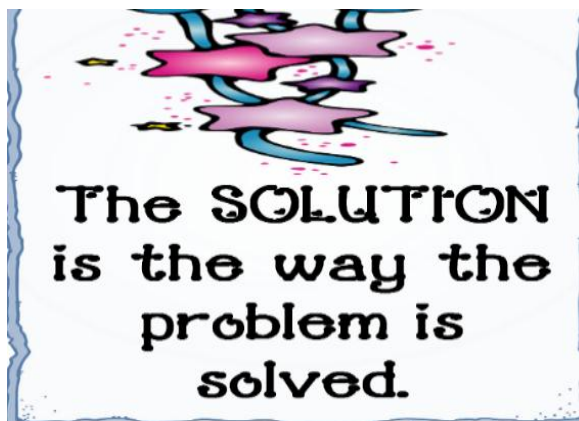
SETTING



CHARACTERS



PROBLEM



SOLUTION





For freshman students of “Integracion Iberoamericano” High School.

USE OF WILL

Objective: Students will sing a song in order to fill in the blanks and improve their phonetics.

Student: _____

Date: _____

ACTIVITY:

-Listen to the song: “It is not goodbye”

-Follow the lyrics and sing the song with your classmates.

-Fill in the blanks with the correct word.

-Finally, with the words of the papers form sentences or phrases from the song “It’s not goodbye”

Hurry up, you only have 50 seconds to do it. (Work in groups.)

IF	I	NEVER	KISS	YOUR	LIPS	AGAIN	WITHOUT	YOU	THERE’S
----	---	-------	------	------	------	-------	---------	-----	---------

NO	PLACE	TO	BELONG	I’LL	HAVE	AN	EMPTY	HEART	IT’S
----	-------	----	--------	------	------	----	-------	-------	------

NOT	GOOD	BYE	THERE	WILL	BE	NO	TEARS	TO	CRY
-----	------	-----	-------	------	----	----	-------	----	-----

IT’S	TO	HARD	TO	BE	STRONG	PUT	MY	BROKEN	HEART
------	----	------	----	----	--------	-----	----	--------	-------



TOGETHER	AGAIN	UNTIL	WE	SAY	OUR	NEXT	HELLO	TILL	I
----------	-------	-------	----	-----	-----	------	-------	------	---

SEE	YOU	AGAIN	DON'T	WORRY	KISSES	GO	A	SOUL	MAKE
-----	-----	-------	-------	-------	--------	----	---	------	------

It's Not Goodbye

Now what if I never kiss your lips again

or feel the touch of your sweet embrace

How would I ever go on?

Without you there's no place to belong

Well someday love is going to lead you back to me

But till it does I'll have an empty heart

So I'll just have to believe

Somewhere out there you're thinking' of me

Till the day I let you go

Until we say our next hello it's not goodbye

Till I see you again

I'll be right here remembering when

And if time is on our side

There will be no tears to cry on down the road

There is one thing I can't deny it's not goodbye

You think I'd be strong enough to make it through

and rise above when the rain falls down

but it's so hard to be strong

when you've been missing somebody so long

It's just a matter of time I'm sure

Well time takes time and I can't hold on

So won't you try as hard as you can

Put my broken heart together again?

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Kléver Mauricio Torres Vázquez.

Till the day I let you go
Until we say our next hello it's not goodbye
Till I see you again
I'll be right here remembering when
And if time is on our side
There will be no tears to cry on down the road
There is one thing I can't deny it's not goodbye
Hey, yeah it's not goodbye, ooh
Till the day I'll let you go
Until we say our next hello it's not goodbye
Till I see you again
I'll be right here remembering when
And if time is on our side
There will be no tears to cry on down the road
And I can't deny it's, not goodbye
Till the day I'll let you go
Until we say our next hello it's not goodbye
Till I see you
I'll be right here remembering when
And if time is on our side
There will be no tears to cry on down the road
And I can't deny it's, not goodbye
It's, not goodbye Goodbye No more tears to cry
it's not goodbye.

Listen to the song again listening carefully for specific information in order to fill in the blanks.

It's Not Goodbye.



Now what _____ I never kiss your lips _____ Or feel the _____ of your sweet embrace.

How would I ever _____? Without you there's no _____ to belong.

Well someday love is going to lead you _____ to me. But till it does I'll have an _____ heart.

So I'll just have to believe somewhere out there you're _____ of me.

Till the day I let you _____ until we say our next _____ it's not goodbye.

Till I see you _____ I'll be right here remembering when and if time is on our side

There will be no tears to cry on down the _____ There is one thing I can't deny it's not _____.

You think I'd be _____ enough to make it through and rise above when the _____ falls _____ down.

But it's so _____ to be strong when you've been missing _____ so long

Johanna Valeria Sari Culcay.

Kléver Mauricio Torres Vázquez.



It's just a matter of _____ I'm sure well time takes time and I can't hold on so won't you try as hard as you can _____ my broken heart _____ again?

Till the _____ I let you go until we say our next hello it's not goodbye.....

For freshman students of “Integracion Iberoamericano” High School.

USE OF GOING TO...

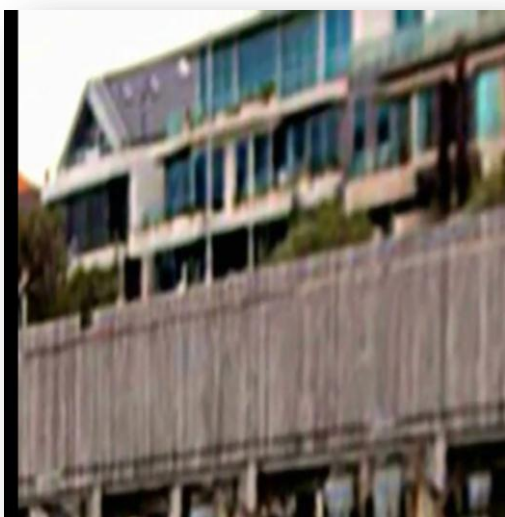
Objective: Students will watch half of a video and will then predict what will happen in the rest of the video.

Student: _____

Date: _____

VIDEO: “A GUARDIAN ANGEL”

- a) Watch the video “Guardian angel”
- b) After you see the video answer the following questions orally.
- c) Order the images according to the story.
- d) Share your predictions and answers with your partner.



b) Answer the following questions orally.

1.-What do you think is going to happen later?

2.-What will happen with the dog?

**3.-Do you think the owner of the dog will jump
to save her pet?**

c) Put the pictures of the story in the correct order using numbers. (1 to 6)



For freshman students of “Integración Iberoamericano” High School.

USE OF ING FOR DESCRIBING

Objective: Students will describe different pictures using the ING form.

Student: _____

Date: _____

“What are they doing?”

Instructions: Work in pairs.

STUDENT A: look at the first picture and describe the people of your picture.

STUDENT B: look at the second picture and describe to your partner.

Finally, put your images together and find 4 differences.



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STUDENT B:



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For freshman students of “Integracion Iberoamericano” High School.

IDENTIFY GERUNDS

Objective: Students will express their likes and dislikes using gerunds.

Student: _____

Date: _____

Expressing likes and dislikes.



- a) Put (1) next to any hobbies, interests, or activities that you like.
- b) Put (2) next to any activity you do not like.
- c) Then, put a circle around the 3 things you like to do the most.
- d) Share your information with the whole class.

- | | |
|-------------------------|------------------------------------|
| _____ Playing sports | _____ Drawing |
| _____ Camping | _____ Hiking Painting |
| _____ Fishing | _____ Taking care of people |
| _____ Hunting | _____ Babysitting |
| _____ Swimming | _____ Going to church |
| _____ Visiting friends | _____ Keeping pets |
| _____ Sleeping | _____ Taking care of animals |
| _____ Eating | _____ Playing Video Games |
| _____ Farming & Cooking | _____ Listening to music & Reading |
| _____ Writing poems | _____ Photography |
| _____ Watching TV | _____ Playing an instrument |
| _____ Motocross | _____ Being a leader of a group |
| _____ Working out | _____ Exercising |



For freshman students of “Integracion Iberoamericano” High School.

USE OF GOING TO.

Objective: Students will use the structure of “going to” in order to form sentences.

Student: _____

Date: _____

Answer the following questions orally:

- Imagine you won a million dollars. What are you going to do?
- You have an English test now. How are you feeling now?
- You are flying in a plane for the first time. How are you feeling?
- Your best friend suffered a car accident. What are you going to do?
- The baby is crying a lot. What do you think is happening?
- You have a lot of fever and a terrible headache. How are you feeling?
- Your family buys a new car. What are you thinking?
- Why do you think Mary is crying?
- Why do you think Mike is screaming?
- Diego can't sleep because he saw a horror movie. Now he is feeling...

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For freshman students of “Integracion Iberoamericano” High School.

READING

“Santa’s Christmas”

Objective: Students will read in order to practice pronunciation.

Student: _____

Date: _____

Instructions:

Read the short story about Santa’s Christmas jointly with the teacher.

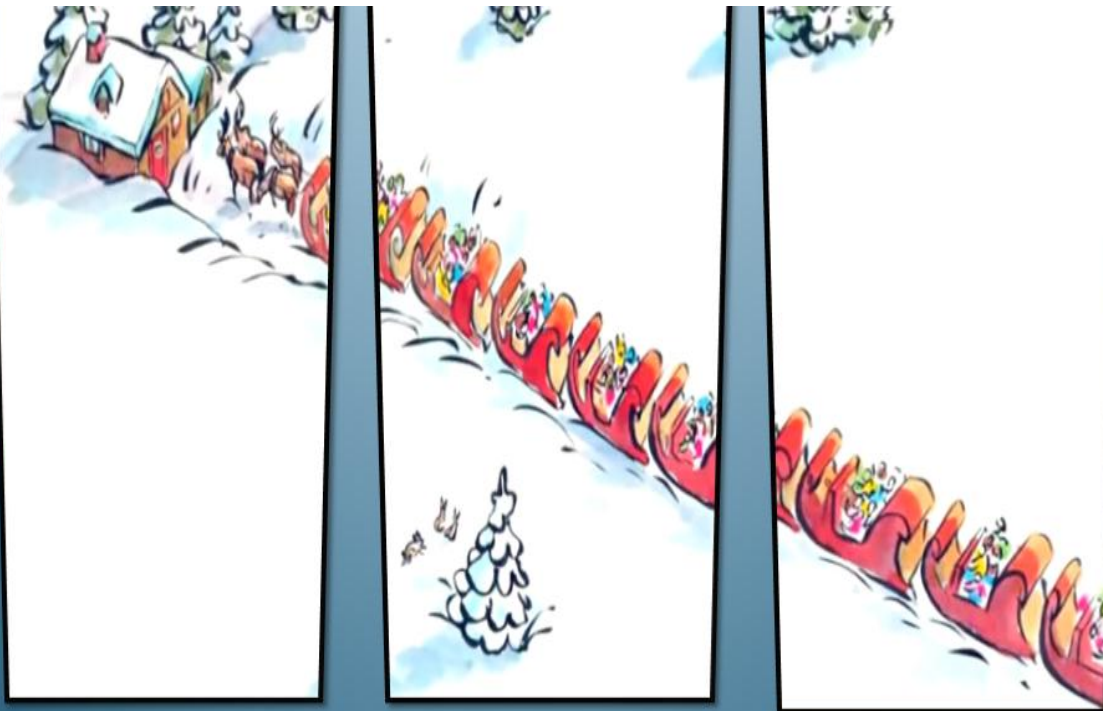


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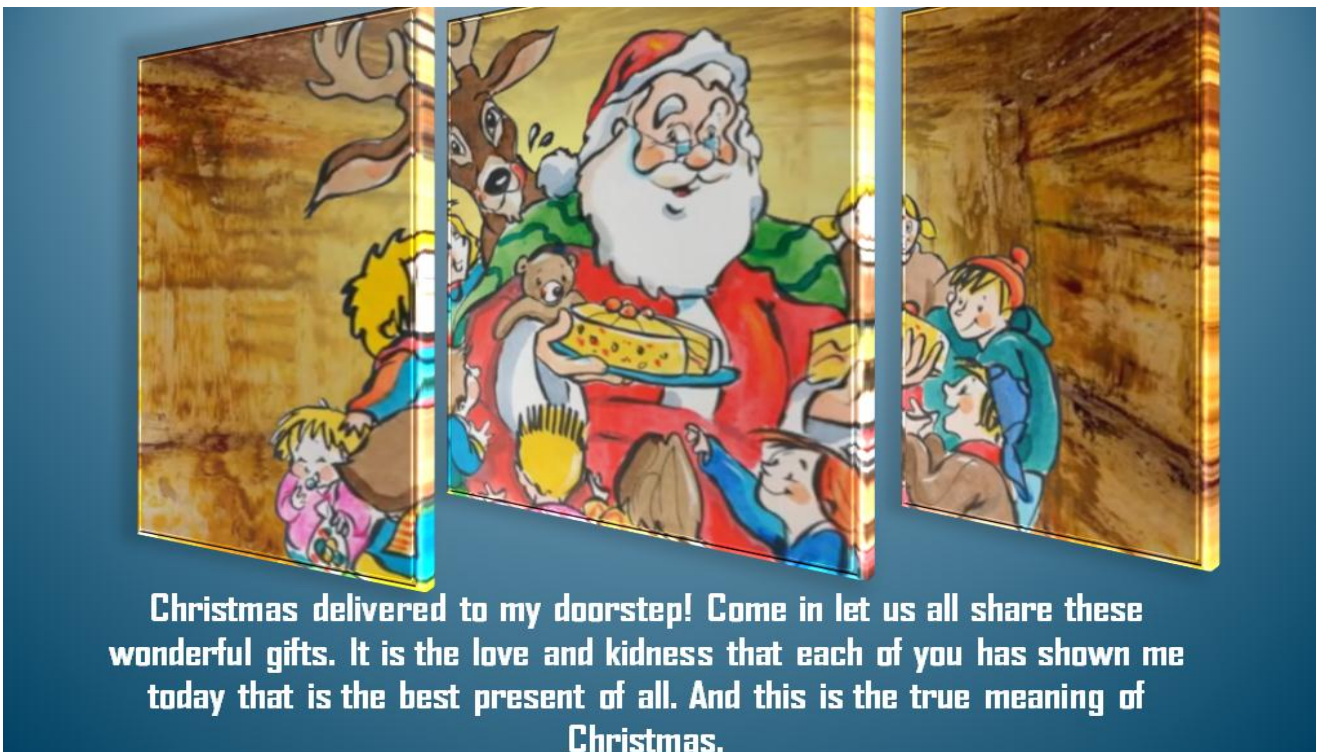
But in Santa's room all was quite and Christmas presents
was gone because Santa had fallen ill.
"Oh!, What will the children say when they don't receive presents
this year?" Santa exclaimed...



Behind the reindeer was a long train of sleds,
carrying little children..



And one by one the children come in through Santa's door each with a special gift.



Christmas delivered to my doorstep! Come in let us all share these wonderful gifts. It is the love and kindness that each of you has shown me today that is the best present of all. And this is the true meaning of Christmas.

THE END



For freshman students of “Integracion Iberoamericano” High School.

PROJECT

Objective: Students will write about a person in order to share the information orally.

Student: _____

Date: _____

PROJECT:

- 1.- Make a list of five people who are important to you.
- 2.- Choose and circle the name of the person you want to write about.
- 3.- Brainstorm as many words or phrases as you can about that person.
- 4.- Write a short paragraph using the words and phrases of the brainstorming.
- 5.- Tell your teacher about your important person.

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For freshman students of “Integracion Iberoamericano” High School.

UNIT 2

PRESENT PROGRESSIVE

Objective: Students will use some verbs in order to practice their speaking skills.

Student: _____

Date: _____

A. Work in pairs.

Student 1: Use some verbs from the list. And tell your classmate the activities that you are doing this day.

Student 2: Listen to your classmate and tell him/her about your activities using different verbs from the list.



Working

Writing

Baking

Singing

Dancing

Cooking

Eating

Playing

Studying

Drawing

Brushing

Driving

Sleeping

Crying



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For freshman students of “Integracion Iberoamericano” High School.

SIMPLE PRESENT TENSE VS. PRESENT PROGRESSIVE TENSE

Objective: Students are going to differentiate the simple present tense from the present progressive tense.

Student: _____

Date: _____

A. Work in pairs.

Student A: Look at Paul’s Schedule.

Student B: Ask and answer questions about Paul activities.

Paul’s Afternoon Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
-Go to the gym.	-Go to the library.	-Work in a part-time job.	-Go to the movies.	-Go out with his girlfriend.	-Play soccer with friends.	-Do the homework.
	-Read some books.		-Eat pizza.	-Go to the disco.	- Play video games.	

1. - What does Paul do on Friday afternoon?

2. - When does Paul go to the gym?

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3. - Where does Paul play soccer with his Friends?

4. - What does Paul do every Sunday afternoon?

5. - When does Paul go out with his girlfriend?

6. - Paul is in the library reading books. What day is today?

7. - Paul is going to the movies and to eat pizza. What day is today?

For freshman students of “Integracion Iberoamericano” High School.

USE OF THE S-FORM OF THE VERBS

Objective: Students are going to describe using the correct s-form of the verbs.

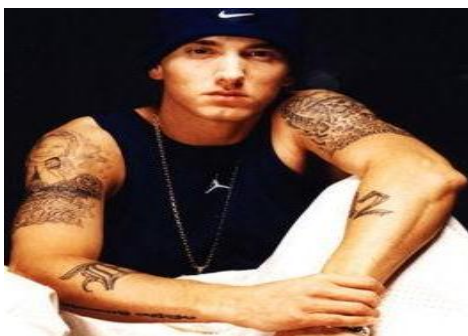
Student: _____

Date: _____

A.DESCRIBING APPEARANCE.

Work in pairs: Student 1: have to describe the secret character to your friend.

Secret character 1:



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For freshman students of “Integracion Iberoamericano” High School.

USE OF THE S-FORM OF THE VERBS

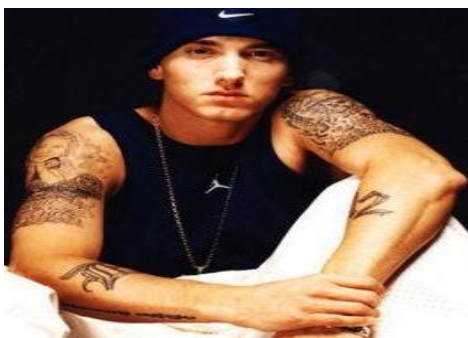
Student: _____

Date: _____

B.CHOOSE THE CORRECT PICTURE.

Work in pairs: Student 2: have to choose the correct picture according to the description.

Secret character 2:



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For freshman students of “Integracion Iberoamericano” High School.

SIMPLE PRESENT TENSE

Objective: Students will look at the photographs and will guess the age, occupation, and hobby of the people in the photographs.

Student: _____

Date: _____

A. Guess this!

Look at the photographs and answer the following questions. Then share your ideas with your teacher and classmates.





1.- What can you guess about these people?

-Can you guess their age, occupation.

-Can you guess if he/she is single or married.

2.- How can you describe their appearance?

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Kléver Mauricio Torres Vázquez.



For freshman students of “Integracion Iberoamericano” High School.

SIMPLE PRESENT TENSE

Objective: Students are going to share personal information conducting an interview with a classmate.

Student: _____

Date: _____

A. You are a reporter and you are writing about health for your newspaper. Work with a partner. Find out what he or she thinks about his or her health.

B. Tell the class about your partner.

Do you like to exercise?

What kind of exercise do you like to do?

How often do you exercise?

Do you like to eat healthy food?

Do you read books about health?

Do you watch TV shows about health or exercise?

Do you think you are in shape?

For freshman students of “Integración Iberoamericano” High School.

SIMPLE PRESENT TENSE

Objective: Students are going to listen for specific information in order to identify the correct character.

Student: _____

Date: _____

Activity 1: Identifying Exercises.

Who is who?

Instructions: You have to listen carefully to your partner for the description of each character and write who is who in the different pictures.



For freshman students of “Integracion Iberoamericano” High School.

SIMPLE PRESENT TENSE

Student: _____

Date: _____

Descriptions:

Tom: He is a handsome boy; he has brown hair and he is wearing a tie and a suit.

Susan: She is a little girl with blond and long hair. She is wearing a cap and a pair of red shoes.

Lina: She is thin. She is wearing a pink skirt which combines well with her black hat, and she is carrying a nice bag.

Peter: He is man who has his hands in his pockets. He is wearing blue shoes, and nice glasses.

Mike: He is a happy boy wearing a red t-shirt and grey pants. He is crossing his arms.

Rose: She is the beautiful girl, with long hair, wearing a red sweater and grey pants.

For freshman students of “Integracion Iberoamericano” High School.

SIMPLE PRESENT TENSE – GAME

SURPRISE BOX!

Objective: Students are going to imitate actions while their classmates will try to guess the character being imitated.

Instructions: Each student has to choose a paper from the surprise box! And perform the action written on the paper.



**IMITATE
A
MONKEY**

**TAKE A
SHOWER**

**COMB YOUR
HAIR**

**PLAY THE
PIANO**

RUN

**BRUSH YOUR
TEETH**

**IMITATE A
DOG**

**WALK
QUICKLY**

**COUNT
MONEY**

**WRITE A
LOVE
LETTER**

**WASH
YOUR
HANDS**

**MAKE A SAD
FACE**

**OPEN THE
DOOR**

**PLAY
SOCCER**

**MAKE AN
ANGRY
FACE**

**MAKE A
HAPPY
FACE**

LAUGH

**PLAY THE
GUITAR**

SING

For freshman students of “Integracion Iberoamericano” High School.

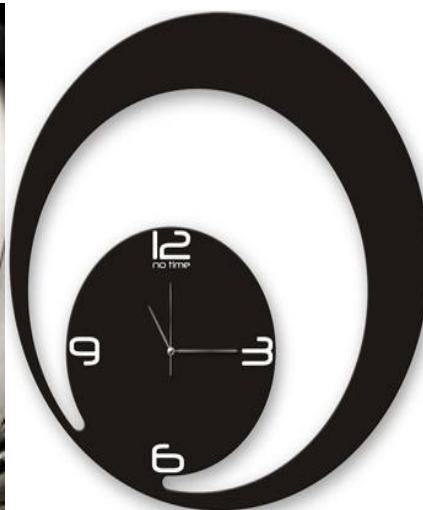
“Telling the time”

Objective: Students are going to tell the time according to each clock.

Student: _____

Date: _____

Instructions: Tell your teacher what time it is in each clock.





For freshman students of “Integracion Iberoamericano” High School.

SIMPLE PRESENT TENSE

Objective: Students will ask some questions in present tense in order to improve their speaking.

Student: _____

Date: _____

Instructions: In the following exercise work in pairs.

Student A: ask the following questions in simple present

Student B: answer the questions in simple present.

Is it hard for you to say I love you?

1) You think others already know that you love them.
True (2) or false(0)

2) To tell someone you love him/her but first it is necessary that he/she tell you the same.
True(2) or False(0)

3) How many times do you tell your family and friends that you love them?
Always(2) or Never (0)

4) Do you think that to say I love you is irrelevant?
True (2) or False(0)

0-4 points:
You are not an expert at telling others that you love them.

5-7 points:
Sometimes you are able to express your feelings.

8-10 points:
You are an expert at telling others that you love them.

For freshman students of “Integracion Iberoamericano” High School.

USE OF WOULD LIKE TO...

Objective: Students will use flash cards with different kinds of professions using “would like to”.

Student: _____

Date: _____

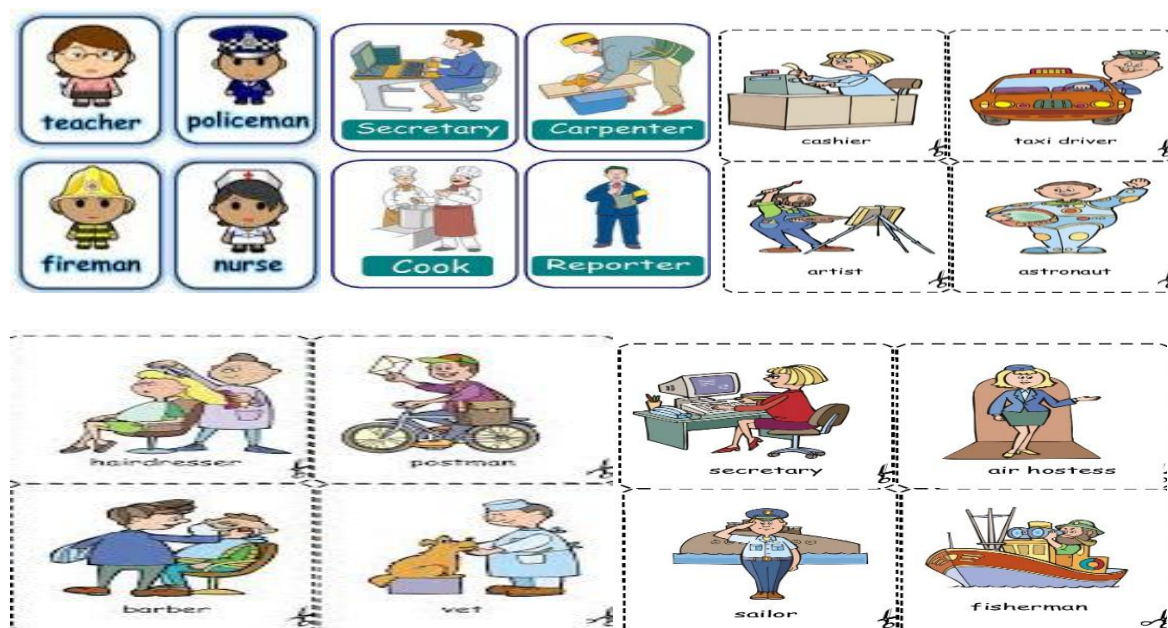
“Chain work about professions”

Instructions: Work in groups of three people.

Student 1: Pick up a card from the pile of cards concerning to different professions. And ask your partner who is next to you: “Would you like to be a doctor?”

Student 2: Pick up the next card and answer your partner according the card that you have. “No, I wouldn’t like to be a doctor, but I would like to be a singer”. Ask your next partner: “Would you like to be a singer?”

Student 3: Pick the next card and answer And so on...



UNIT 3

For freshman students of “Integración Iberoamericano” High School.

USE OF ADJECTIVES.

Objective: Students are going to describe the drawing using adjectives in order to let the classmate draw what he/she is describing.

Student: _____

Date: _____

Describing a picture. (Work in pairs)

Student 1: Describe the following picture to your partner using the adjectives from the box.

Beautiful	Handsome	Big	Small	Tender	Scared	Thin	Strong	Happy
Sad	Elegant	Ugly	Intelligent	Lovely	Tender	Generous	Mysterious	Friendly.

For example: She is beautiful. He is strong.





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USE OF ADJECTIVES.

Student: _____

Date: _____

Student 2: Follow the description of your partner and draw it in the paper.



For freshman students of “Integracion Iberoamericano” High School.

EXPRESSING LIKES AND DISLIKES

Objective: Students are going to express their likes and dislikes in order to determine the cause and effect.

Student: _____

Date: _____

“I like...” “I do not like...”

A) Analyze and answer the cause-effect of the following questions. Then share your answers with your classmates and teacher.

-Peter does not like to play basketball, he prefers to play soccer.

Why does Peter not like to play basketball?

Cause: _____.

Effect: _____.

-Joe likes pizza, but he does not like vegetables.

Why does Joe not like vegetables?

Cause: _____.

Effect: _____.

-Eduardo does not like math, he likes English.

Why does Eduardo like English?

Cause: _____.

Effect: _____.

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Kléver Mauricio Torres Vázquez.



-Tom likes to plays the piano, but he does not like to play the guitar.

Why does Tom like to play the piano?

Cause:_____.

Effect:_____.

-James likes classical music, but he does not like rap music.

Why does James likes classical music?

Cause:_____.

Effect:_____.

For freshman students of “Integracion Iberoamericano” High School.






Likes and dislikes...

Objective: Students are going to interview their classmate using present simple in order to know their likes and dislikes.

Student: _____

Date: _____

a) Work in pairs. Interview your partner about his/her likes and dislikes. Put (√) for likes and (x) for dislikes.

Do you like...?	Yes, I like...	No, I don't like...
1. Eat fruits. 		
2. Play sports. 		
3. Doing homework. 		
4. Listen to music. 		
5. Sing. 		



For freshman students of “Integracion Iberoamericano” High School.

Likes and dislikes

Objective: Students are going to share their gifts and talents.

Student: _____

Date: _____

A) Recognize, write and tell your partner your own gifts and talents.



I bring these special gifts and talents to my classroom:

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

For freshman students of “Integracion Iberoamericano” High School.

TALKING ABOUT FAVORITES...

Objective: Students are going to choose and talk about their favorite things.

Student: _____

Date: _____

1.-Complete the sentences with your own information. Then share it with your partner.

My favorite color is _____



My favorite kind of music is _____



My favorite kind of movie is _____



Horror

Comedy

Romance

Action

Sad

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My favorite food is _____



My favorite sport is _____



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PRACTICE OF VOCABULARY

“FRUITS”

Objective: Students are going to practice and learn new vocabulary by asking questions about different fruits.

Student: _____

Date: _____

WHAT FRUITS DO YOU LIKE?

A) Tell your partner: What fruits do you like to eat? And what fruits do you do not like to eat?



For freshman students of “Integracion Iberoamericano” High School.

PRACTICE OF VOCABULARY

“FRUITS”

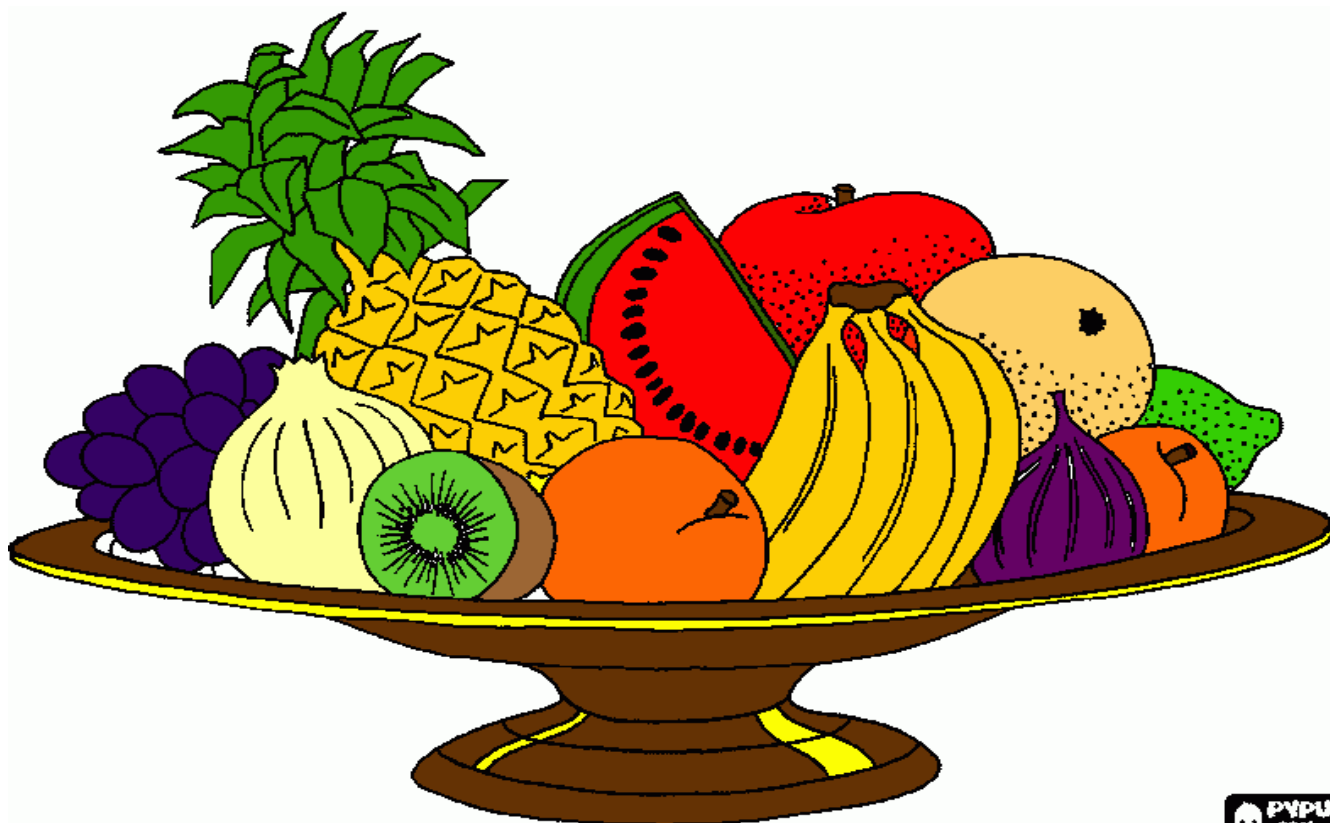
Objective: Students are going to describe the picture using vocabulary regarding colors.

Student: _____

Date: _____

WHAT'S IN THE BASKET?

STUDENT A: Observe the picture and describe the colors of each fruit to your classm



For freshman students of “Integracion Iberoamericano” High School.

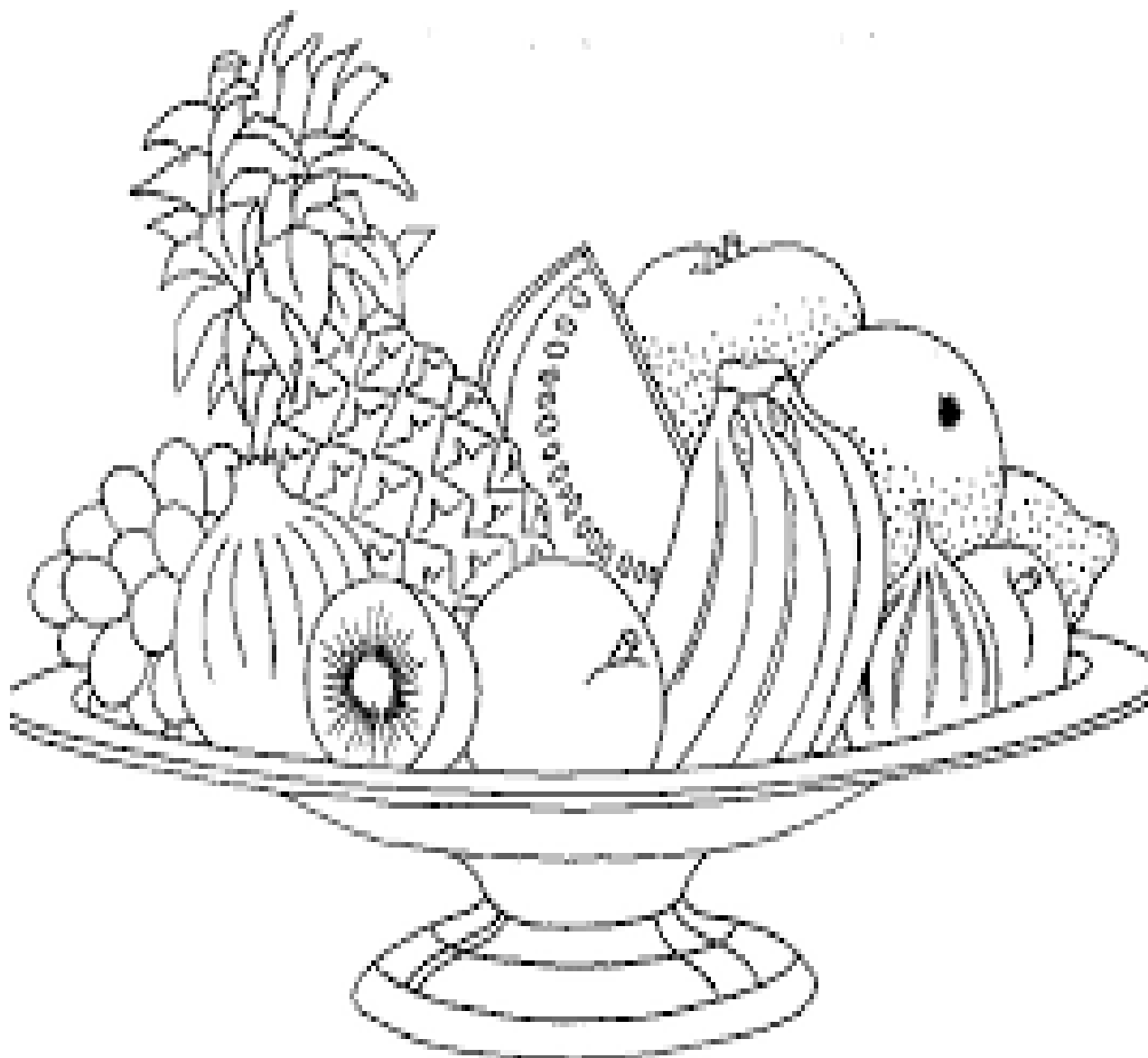
WHAT'S IN THE BASKET?

Student: _____

Date: _____

STUDENT B

Listen carefully to your classmate description and paint each fruit according to its color.



For freshman students of “Integracion Iberoamericano” High School.

WHICH IS THE PROFESSION?

Objective: Students will learn new vocabulary about professions in order to express them orally.

Student: _____

Date: _____



A) Unscramble the words about professions and tell your teacher which are the correct words.

ledom= _____	geduj= _____
rotcdo= _____	rengenie= _____
lopit= _____	troca= _____
raferm= _____	ocok= _____
chteare= _____	sittra= _____
rsenu= _____	hmeicanc= _____
rtwrie= _____	taauntsro= _____
gisner= _____	erantveinra= _____



For freshman students of “Integracion Iberoamericano” High School.

PROJECT-TIME FOR ACT!

Objective: Students are going to perform a role play using puppets.

Student: _____ **Date:** _____

“Role-play using puppets”

Instructions:

Listen and repeat the short dialogue about two friends: Tom and Susy.

Dialogue:

Tata ta tata...

Tom: Hello!
What is your name?

Susy: Hi!
My name is Susy.
How are you?

Tom: I am fine thank you!
And you?

Susy: I am fine too.

Tom: Nice to meet you.
Good bye!

Susy: Nice to meet you too.
See you!

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For freshman students of “Integracion Iberoamericano” High School.

TIME FOR ACT!

Objective: Students are going to perform a role play pretending to be in a store.

“Role -play”

Student: _____

Date: _____

Instructions:

Work with your classmate. One is going to be the customer and the other will be the shop assistant.

CARD A

Customer.

You go to the shop to buy some ingredients to prepare a cake with your mom. Here are some things you have to ask for:

Eggs

Sugar

Orange juice

Flour

Butter

Please be polite with the shop assistant.



For freshman students of “Integracion Iberoamericano” High School.

TIME FOR ACT!

“Role -play”

Student: _____

Date: _____

Instructions:

Work with your classmate. One is going to be the customer and the other will be the shop assistant.

CARD B

Shop Assistant.

You attend in a shop so here are the prices of some things which the shop offers:

Eggs	0, 15 cents.
Sugar	0, 50 cents.
Orange juice	0, 75 cents
Flour	0, 65 cents.
Butter	1, 00 dollar.

Please be patient answering the doubts of the customer.